

January/February 1985

Volume XII/No. 3

GRADUATE

THE UNIVERSITY OF TORONTO ALUMNI MAGAZINE

PORTRAITS OF STUDENT LIFE



INSIDE
CELEBRATION OF A
PRESIDENT'S INSTALLATION

Canada Post
Postes Canada
Postage paid Post payé

Bulk Third class
Troisième classe
Permit No 103
OWEN SOUND

Return address
correction requested

Return postage guaranteed
U of T, Toronto, Ontario
M5S 1A1



Build your RSP with more options

With a Royal Bank Retirement Savings Plan, you get all the options you're looking for.

That gives you more flexibility. If you want a guaranteed high interest rate deposit, we have it. If you want daily interest savings, we have it too. If you want a term deposit redeemable or non-redeemable, it's your choice. We have more options and more ways still for you to combine them. So you can pick an RSP that's exactly right for you.

You'll find getting a Royal Bank RSP convenient too. We have an RSP specialist on hand to help you at every

branch across Canada.

Our interest rates are truly competitive. And unlike some other RSPs, we don't charge an opening or administration fee on deposit options.

Come into any Royal Bank branch today. Our RSP specialists will be glad to review all our options with you. And you can pick the ones that best suit your needs.



ROYAL BANK



GRADUATE



PORTRAITS OF STUDENT LIFE

By Judith Knelman. Optimism survives at U of T. Page 5.

INSTALLATION OF A PRESIDENT

By Janet Dunbrack. It was, in fact, a celebration. Page 11.

LIFE AND LAUGHTER

By Robina Salter. Do not neglect the healing power of the absurd. Page 14.

ETHICS & ENGINEERING

By John Aitken. Whistle-blowing is only part of it. Page 17.

THE MULOCK CUP

By Paul Carson. St. Mike's stems the Crimson Tide! Page 23.

RECONSTITUTED FAMILIES

By Benjamin Schlesinger. Lillian Messinger reviewed. Page 24.

ALUMNI NEWS

By Mary Martin. Page 27.

AFTERMATH

By Ed Barbeau. Page 34.

LETTERS

Page 22.

CAMPUS NEWS

Page 31.

GRADUATE TEST NO. 29

By Chris Johnson. Page 34.

Editor: John Aitken

Managing Editor: Margaret MacAulay

Staff Writers: Janet Dunbrack, Arthur Kaptainis, Judith Knelman

Art Director: Andrew Smith **Production Co-ordinator:** Sandra Sarner

Layout & Typesetting: Chris Johnson

Cover Photograph: John Mastromonaco

Advisory Board: Jack Batten, B.A., LL.B. *chairman*; Anne-Marie Applin, B.A.; Prof. William B. Dunphy, B.A., M.A., Ph.D.; Hart Hanson, B.A.; Martin O'Malley; John Millyard, B.A.; Prof. T.M. Robinson, B.A., B.Litt.; Ken Whitehurst, B.A. **Associates:** Kenneth R. Bartlett, B.A., M.A., Ph.D., acting for vice-president, Institutional Relations; Lee MacLaren, B.A., M.A., director, Private Funding; E.B.M. Pinnington, B.A., director, Alumni Affairs.

Alumni Address Changes: Please send mailing label or quote number at its top to Alumni Affairs, University of Toronto, Toronto, M5S 1A1; (416) 978-2139.

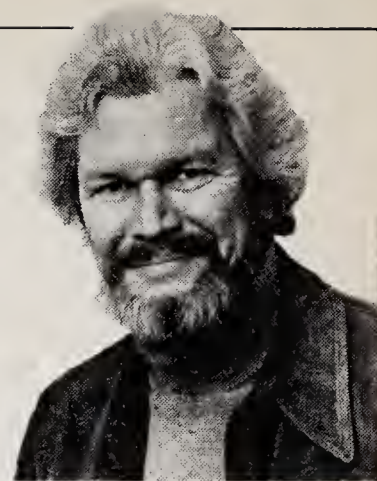
Advertising Representatives: Alumni Media Ltd., 124 Ava Road, Toronto, M6C 1W1; (416) 781-6661.

All other correspondence: *The Graduate*, Department of Communications, University of Toronto, Toronto, M5S 1A1; (416) 978-2104.

Printed in Canada by RBW Graphics.

The Graduate, with a circulation of 160,000 is published five times a year by the Department of Communications, University of Toronto. All material is copyright ©1985 Governing Council, University of Toronto, and may be reprinted with written permission. Graduates of the University of Toronto receive *The Graduate* free of charge. Others who wish to subscribe may do so: \$10 (Canada and U.S.A.); \$15 (abroad). Please make cheques payable to *University of Toronto*. ISSN 0042-0212

ETHICAL DILEMMAS



SEVERAL YEARS AGO THERE WAS A THEFT OF COMPUTER time on campus, amounting to perhaps \$10,000 and organized by a group of students who broke the security code and gained access to machine time they were not entitled to. My own view was that any computer science students worth their salt *ought* to be able to crack the system. Students are entitled to their pranks; all I ask is that brilliant students be capable of brilliant pranks. Still, theft is theft, and the students were discovered and punished.

Now, a sophisticated piracy has swept through the home computer industry. There are hobbyists all over the continent cracking the protection codes built into commercial software. It's a challenge, that's all. These are generally codes that protect games which might sell for \$30 to \$50, but there are other programs — word processors and the like — which may retail for \$500 and they, too, can be broken.

These are not crimes of profit — it's considered bad form to *sell* broken software. In fact the hackers don't think of it as crime at all; merely an irresistible challenge. Distribution of bootlegged copies of software is simply proof of technological success.

For some years there has been a phenomenon called the "underground economy", simple barter designed to avoid income tax. Plumber fixes lawyer's toilet, lawyer draws up plumber's will. No cash is exchanged and society suffers. It's like cheating an insurance company, as long as no one is hurt it's easy to rationalize. It's beating the system. And wrecking it.

These are some of the reasons I became fascinated with the teaching of ethics and morality to engineering students at U of T. It isn't because the students are unethical or immoral; it's a side effect of the technologies that have emerged in the past decade or so. These technologies are so fascinating, the people involved in them so preoccupied with the challenges, with their own abilities to solve problems, that society has produced a breed of amoral scientists who have little interest beyond the esoterics of the work itself.

There are serious problems. The death of 2,500 people because of a leak of pesticides from a Union Carbide plant in Bhopal, India, for example. And I well remember in the early 1970s when Ford Pinto owners attached placards to their trunks — "Warning: this car explodes on impact!" I'm deliberately ignoring such enormous issues as nuclear weaponry, and the all-too-frequent compromises made with various forms of pollution in the cause of profit or expedience.

It's simplistic and false to blame any specific person or group or even profession. It is a flaw in our technological

society and it's encouraging to see it being addressed within the faculty of engineering.

* * *

Judith Knelman's survey of undergraduates, which begins opposite, indicates that students are happier than they were two years ago when a task force surveyed the quality of the undergraduate experience in U of T's Faculty of Arts & Science. That, she reports, is partly because many of their concerns have been addressed and remedies have begun to be applied.

President George Connell, who took office Oct. 1, read the report and in November called together those responsible for the administration of student affairs to ask for their assessments. The same month, Dean Robin Armstrong, who commissioned the report, announced the formation of a group to develop a plan for the overhaul of Sidney Smith Hall, headquarters of the faculty. There will be a workshop on teaching to offer advice on, among other things, techniques for holding the attention of large classes. Departments are being encouraged to increase the rapport between faculty and students. Registrars' offices in a number of the colleges are now keeping evening hours.

The colleges, too, have listened. University College established a number of clubs last fall for a raft of activities, each with at least one faculty member. Victoria has fixed up its basement so that students have a warm, comfortable lounge in which they can eat, work, or talk over problems with a senior tutor, expanded tutorial services, and even set up benches in corridors so that students no longer have to sit on the floor as they wait their turn for classrooms.

* * *

Benjamin Schlesinger, professor in the Faculty of Social Work, whose review of Lillian Messinger's book appears on page 24, is no stranger to the pages of *The Graduate*. Readers will remember "Silent Partners: Words of wisdom from children of separated families" published in the Nov./Dec. 1980 issue, and "Polynesians and Pakehas", an amusing commentary on cultural differences, published in May/June, 1980.

A stylized, handwritten signature of John Aitken in dark ink.

John Aitken, Editor

PORTRAITS OF STUDENT LIFE

BY JUDITH KNELMAN



WHEREIN STAFF WRITER KNELMAN (ABOVE)
CONDUCTS HER OWN SURVEY
AND FINDS THAT OPTIMISM SURVIVES AT U OF T.

A YEAR AGO A REPORT ON UNDERGRADUATE LIFE AT U of T documented students' complaints that they had to sit on stairways and window sills through an entire year of lectures, write Christmas exams in the Drill Hall with hats, coats, scarves and gloves on and eat food that was overpriced and of such poor quality that "if it was any worse the cockroaches would die."

These were among 800 responses to a questionnaire distributed by a task force commissioned by Robin Armstrong, dean of the Faculty of Arts and Science.

The physical conditions in which students had to take classes were, according to the report of the task force, "shockingly inadequate even by medieval standards." Worse were the emotional conditions: about 42 per cent of the respondents reported feeling faceless, alienated, uninvolved and lonely, and an undercurrent of racism toward Chinese students was evident. Though two-thirds of the respondents rated their professors "good" to "very good", there were strong complaints of unprepared and disorganized professors who generally made themselves unavailable. The report concluded that the central administration, beset with budget problems, was remote from the students and their needs.

"We're taking the report seriously and responding to it," said Alexandra Johnston, principal of Victoria

College. "It gives us ammunition to get more in the college budget for services and facilities that the students should have. What surprised me," she added, "was their tolerance. If I had the kind of experience that some of the students have who have to spend most of their lives at Sidney Smith, I'd be mad as hell."

The students are not, by and large, mad as hell. "Underfunding is a fact we have to accept," says Anne Creighton, a fourth-year student at U of T who has been at Trent, Laval and McGill. "When I was in first year at Trent they piled library books on the floor because they couldn't pay people to shelve them. It's the same story everywhere. The students who were here in the '60s and early '70s were the lucky ones. I feel sorry for the ones who come in 1988, when it will be possible to get in after four years of high school. There'll be a real crush then."

Is it really that bad? Six students were asked to describe their feelings about the conditions pointed out in the report. Two live in residence, attend small colleges and participate in university life to the full. Two who attend large colleges are deliberately uninvolved in anything but work at U of T. One feels cut off, but is doing something about it. One, a Chinese-Canadian, feels comfortably integrated but acknowledges there may be antagonism against foreign students who keep to themselves.



CYNTHIA CARON, 21,
*fourth year international relations major,
Trinity College, and head of St. Hilda's College*

"I've been very happy here. When I was in my last year of high school I came to look Trinity over because I was interested in international relations, and most of the professors in that program are Trinity professors. The atmosphere and the people and the sense of tradition impressed me. I knew when I saw the buildings and people walking around in academic robes that the place was for me. Students wear gowns to meals, meetings, debates and official college functions.

I expected a lot of academic pressure at Trinity, and I did find it. That was a drawback, because although I willingly put pressure on myself I don't like excessive external pressure. But I live with that. I'm a B-plus student, and I do a lot of other things besides take courses and study. I was never one to let my education interfere with my learning! I have always been very involved in sports, debating and committee work. This year I sit on 15 committees set up to make recommenda-

TAT CHAN, 23,
fourth year commerce, Innis College

"It is true to some extent that U of T is impersonal, but that doesn't bother me. It's big and right in the middle of downtown Toronto with lots of streets going through the campus. You don't feel that it's enclosed — that the people you see here are necessarily U of T people. You feel part of the city rather than part of the campus.

I expected the bigness when I came here. I was excited to see so many people in a class. In my first year psychology class there were 800 people — you knew right away you weren't in high school. The professor stood on the stage in Convocation Hall with a microphone and used a screen instead of a blackboard. Not many people asked questions, since they'd have had to yell across the hall. People sat with their friends and drifted into their own conversations. You have to be able to adapt to something like that, but you can. It's different, but okay.

MICHELLE BAILY, 20,
*second year environmental studies major,
Innis College, and house manager
of an Innis residence*

"I had no intention whatsoever of going to U of T. I had heard too many horror stories about how big and impersonal it is. I wanted to go to McGill, but I applied to U of T to satisfy my mother. I got into McGill, but also to Innis College, and after talking to a neighbour who's a professor there I decided it would be a good place for me.

The only thing that kept me happy last year — and I was happy — was Innis. The closeness there compensated for the impersonality of the University. When I see the principal in the hall, I say, "Hi, John," and he says, "Hi, Michelle". People there tell you to feel free to call them by their first names, and you feel very comfortable. You can always find someone to help if you have a

tions on everything from food to a new provost for the college.

I find that the college system breaks down the numbers at the University. You can find your niche a lot more quickly and easily through a college that is right for you. It's different at McGill, for example, where a student has to rely on fraternity life or some other organization to find a place.

A lot of the social life at Trinity centres around the residences. Being from out of town is actually an advantage. Instead of living at home and plugging in daily to life on the campus, I am totally immersed in it. Living at St. Hilda's is like living in a small town: there isn't much about your social life that you can keep private. But the other side of that is that when you need people, they're there.

There are 180 women in residence at St. Hilda's, and most of us know each other. Every week as head of college I have about 20 women in for wine and munchies before dinner. Sunday nights in the residences tea and cookies are served, and on Thursday nights there are parties for each floor.



problem.

Most of my classes last year were just huge, and there was very little provision for help if you had a problem and needed someone to talk to. The math department's aid facility was always overcrowded, but at Innis you could make an appointment at the math lab and not be kept waiting for half an hour. That's important to a student.

One of my courses, biology 110, started out with something like 1,800 students. Quite a bit of it consisted of tape recordings that you were supposed to listen to in what they call a multi-media lab, which has a lot of posters illustrating things being talked about on the tape. There's a guide to read while you're listening. I hated sitting and listening to the tapes, and by the end of the year I was just reading the guide.

Bio 110 had tutorials with just a few students in them, but the teaching assistants didn't know our names, probably because they had a lot of tutorials to lead and

because people kept switching back and forth among them. Sometimes it made me wonder whether they knew or cared who we were. The system of the tutorials was that you had to answer questions, not ask them. You could occasionally ask questions if there was time at the end. Eventually I found a tutorial where the teaching assistant ignored the system.

Another part of bio 110 consisted of actual lectures and labs. You were supposed to be able to choose two subjects out of six, but in fact the choice is very limited and I didn't get the ones I wanted. I asked to transfer into a different section, even offering to switch the time, but the department wouldn't listen. You could only do that at the beginning of the year. It was maddening.

I ended up with 68, about what I got in all my courses. I didn't do very well last year because I found the adjustment difficult. This year I talked to people before I picked my courses and shopped around during the first week of classes. I became a sophisticated consumer. "



For everyone at the college, there are two formals and one semi-formal every year, and two parties for the students in each of the four years. The dramatic society puts on four or five productions a year, and there are sports teams for either recreation or competition.

As for the academic side, it's true that the classrooms are overcrowded and services and facilities are not what they were. It's not just here that that's happening: the whole system internationally seems to be struggling under cutbacks. To some extent you have to understand and accept these things. But I do think that students here are all too willing to take these things as given. Some of my friends from Montreal who go to the big American universities tell me of the protests organized there and I realize that if people get together they can exert some power and effect change. At U of T the students are pretty loosely organized. Student government is rotating constantly by its very nature. You have a say on a committee for one year, but you can't see the projects through. Students just pass through the system, and then they're out. The administration can listen to them or not, as it chooses. "

When I was in first year there were hundreds of people lining up to use the key-punch facilities, especially near the deadlines for various assignments. Sometimes you had to come at three or four in the morning. Then they decided to put microcomputers in the basement of the Robarts Library and things got worse. Often the system would be shut down or the computer wouldn't work. They had to keep changing the system. But you can understand that they have to implement new systems sometime, and if it doesn't affect you it will be the next person. Now the problems have been ironed out.

This year there are only about 40 people in most of my classes. But after class there are always people waiting in line to talk to the professors. They have only two office hours a week. In commerce subjects that can be a problem for students who want a lot of help. Sometimes it's hard to locate the professors to make an appointment. Or you can reach them only to find they're busy. If I have certain small problems that I want to clarify and I can get an answer quickly, that's fine, but I'm not going to call three or four times a day to get an appointment.

In commerce, some people find the competition really tough, but I don't. I don't mind telling people what they've missed or how to do things, and because I help other students they help me too. But some people think in order to be at the top of the class they shouldn't tell other people answers. My classmates chat a lot with each other, but not about work.

I have not noticed any discrimination against Chinese students, but I can believe it exists. Students are more competitive in Hong Kong than they are here because there are so few spots in higher education. They work very hard, and perhaps they're resented here by people who don't make it or are on the borderline. It's a fact of life that you can't satisfy everybody. All you can do is try your best. It wouldn't totally solve the problem if Chinese students integrated more, but it would help. I've been in Canada for 12 years, so I have a lot of non-Chinese friends. But the Chinese students from overseas have their own groups. They speak Chinese a lot, and that isolates them. I think they're missing something, but the problem is that *they* don't think so. "

DONALD ELDER, 24,
fourth year English major,
St. Michael's College

"Complaints about over-crowded classrooms, poor teaching and inadequate food services are superficial. What is really wrong at U of T is that students are not very involved in their education. I don't know why, but the level of participation seems to depend upon how many marks a professor is allotting for it. The students don't seem to see the value of discussion.

The instructors teach in a static, traditional way that doesn't allow people to connect what they're studying with what goes on around them or even with things they're learning in other courses. The system encourages the professors to stay the same, and the students don't try to overcome the limitations of the system. The kind

of education we are getting is old-fashioned and not very stimulating. It makes students passive not to be given a say in what they're to study. There should be a way of finding out what students like reading and what they like doing and getting that into the course material.

Why does the curriculum have to be so restricted? You can't really discuss literature in general or talk about the stage adaptation of a particular book: but why not? One way of breaking the rigidity in the classroom would be to let students explore areas they're interested in, let them be creative.

I'm not too ambitious in terms of marks, trying to get an A. I get B's. I don't think there's enough time to prepare for a really good quality essay when you're taking five courses. I'd rather drop a course and carry on extra-curricular activities that I find personally rewarding. Last year I started the St. Michael's College

MILTON KANDIAS, 19,
first year science, New College

"My first few days at U of T, everybody was in a rush. Classes started right in, and I wasn't ready. Maybe they should have some sort of work orientation week. Instead of trying to get used to the place, the university, you would be trying to get used to the reason for being here, the work. They could start off fast the first week and then slow down in the second week long enough to tell you where you're supposed to be.

At first I did almost no homework because I was waiting for assignments. In high school they tell you what to read, when to read, etc. Here they tell you what to read at the beginning of the year and it's your job to track it down. It took me a while to get clued in that I'm supposed to assign work to myself. After that I had no serious problems except it's a lot more work than grade 13 — and there was a lot of work in grade 13!

I had been told how much work to expect. I had been told that we'd start off right away, with no time wasted

between saying hello and getting down to business. I was also told that I'd be on my own totally. Nothing happened that I wasn't prepared for, but it's one thing to expect something that's never happened before and another thing for it to happen.

Everything seemed so different. In math I didn't know what I was doing for the first month. Then when I started going over things I realized that everything we were doing I had really already done in high school, but not in the same depth.

The first day I was here my classes looked big, but I don't think now that they're too big. There are about 300 in my physics and chemistry classes, 200 in my computer class and 150 in both my math classes. You get used to it. Everybody's quiet, and if you're paying attention it doesn't matter who else is there.

For the first month, I didn't have most of the books. The book store line-ups were too long. Sometimes I'd go there and not be able to find the books. There's just no way they could have enough floor space there for the rush at the beginning of the year. Maybe they should set up in the gym and rent more terminals for the cashiers.



GABRIELLE MANDELL, 19,
second year Spanish major,
University College

"I sort of felt that everyone was out to make my life miserable last year. I had always been told that university was the best time of your life, and I was saying to myself, 'If these are the best times, I'm not really eager to see the worst.'"

I didn't like the bigness of the University, the impersonal feeling you have in a situation where people don't know you and you're just a number. The transition from high school was especially difficult for me because I came from a school that had a grand total of about 1,100 students from kindergarten through grade 13. The Toronto French School is a small community where everybody knows you. U.C. is big, but I wanted to go there because both my parents did and because I didn't want a college that had ever had anything denominational about it. Also, U.C. offered me a very nice scholarship that pays almost all my tuition every year as long as I keep up my average.

Literary Society because I felt cut off from cultural activities on the campus, most of which take place at Hart House, and because I wanted to bring students and faculty together. There's a lot of politics at St. Mike's, but not very much discussion of art or literature. We met a few times and had experts in to discuss journalism, creative writing, campus arts journals, screen adaptations, etc. This year I'm co-editor of the *Grammataeion*, the college literary and arts journal, and I'm seeing a great deal of practical value in the experience.

I'd like to see more alumni participate in the literary society. Some do come to discussions, and they're very welcome. One said she came because in the business world she felt cut off from the stimulating academic environment she'd known at St. Mike's. Many alumni live in Toronto and could advise students how to apply their skills to the work force. They have a lot to offer. "



I started off on the wrong foot last year with an argument I had with the French department about a course that is compulsory for a French major. I was fuming about it all year long. Through the French School, I have the French baccalaureate. The department refused to recognize it as a background in French literature because obviously they didn't know what it consisted of. As a preliminary to it I had to take an intensive French literature course in high school of 10 periods a week, a survey of French literature from the 17th century to the present day. We used to have to go in on Saturdays to do trial exams that were four hours long, taking apart a text we'd never seen before word by word. I was just furious to have them tell me at U of T that I had no background in French literature. I took one class of the compulsory course and decided I was not going to waste my time: I might do a minor, but I wasn't going to do a major in French if I had to repeat what I'd already done. Now I hear they may be looking at the baccalaureate.

It seems to me they should be encouraging people with such an interest in French. I was enrolled in a second-year French course in 19th century literature last year

I didn't get into extra-curricular activities. That would have made things a lot worse. As it is I'm trying to keep up and make sure I'm not lost in anything. I haven't really made that many new friends here. I have other friends. The reason I'm coming here is to learn something.

So far, I have managed to solve my problems on my own. But help is certainly available. Knowing there are people you can go to if you need to makes things easier.

People expect a lot from a university, but when you think about how many students they have to accommodate you realize the expectations are unrealistic. Everything lives up to what you expect when you take into account what you're dealing with. The lab facilities are a lot better than we had in high school, but more would be nicer. Except at busy times you can usually get access to a computer, but with so many people using them they tend to break down frequently. My classes aren't one-to-one, but they're not impersonal either. When there are so many students, an instructor can't really afford to chase down those who need help. The teachers are willing, but you have to approach them. "

and the department told me I shouldn't be there. My professor took me aside a couple of days later and told me they'd asked if he minded if I stayed in the class. When he handed back my first essay, he said, "You obviously have a good background in French language and literature." I said, "Tell that to the French department." They eventually decided to let me stay in the class and I did very well without working particularly hard.

This year I ran into red tape again, this time in the Spanish department. Their brochure said if you didn't register for a five-course major by the end of July your major would have to comprise six courses. This is a change from last year's calendar, and I didn't see it in the brochure. So I'm taking an extra Spanish course this year.

But all in all I'm having a much better time of it this year. Maybe I'm becoming more outgoing and confident. I have made some good friends and am enjoying my courses a lot more. The professors are better too. I told myself at the end of last year not to worry, that things would look up, and they are. "

Mark your calendar now for
Spring Reunion 1985

Saturday, June 1

Presented by The University of Toronto
Alumni Association

Honoured Years: 1915, 1925, 1935, 1945 and 1960
And all years prior to 1915

- Campus tours
- Blue & White Alumni Band
- Luncheon in the Great Hall
- Carillon concert
- President's garden party
- Meeting rooms for each honoured year
- Cash bar & other refreshments

Plus special class and college reunions
Sponsored by Your Alumni Association

**Honoured years will receive a mailing
in late April giving full details.**



CELEBRATION OF WARMTH

BY JANET DUNBRACK



The twelfth President of the University of Toronto

IN CONVOCATION HALL THE BRASS GLEAMED. THE OAK of the ceremonial chairs shone warmly. The leather seats of the hall held hundreds who had come November 16 to the installation of George Edward Connell as President of the University of Toronto.

The university community turned out in full regalia to celebrate. One hundred and thirty faculty and staff sporting brightly-coloured hoods walked in the academic procession. Thirty-eight splendidly robed university presidents or designates from across Canada provided a kaleidoscope of colour, from the deep blue of Memorial University of Newfoundland, through the bright green of the University of Prince Edward Island, the fuchsia of the University of Ottawa, to the coal-blue of the University of British Columbia. The Lieutenant-Governor of Ontario, the Hon. John Black Aird, attended, resplendent in a magenta robe trimmed with crimson and silver.

Engineering students played their customary role of court jesters, having raised an eight-foot weather balloon to the skylight of Convocation Hall at two o'clock that morning. From the balloon hung a 30-foot shocking pink banner proclaiming SKULE. They had completed their work with 200 multicoloured balloons, which rained slowly down on the audience — a pink one lurking under Governing Council chairman St. Clair Balfour's chair. Throughout the ceremony, grey and navy pinstriped arms playfully swatted the balloons.

The Blue and White Society greeted Connell with the Varsity yell as he emerged after the ceremony. He joined in, to the delight of the students whose president, Maxine Thomas, pinned a Blue and White button on his robe and presented him with a white balloon.

The new president paid tribute to his predecessors in office, among them James Ham. "It was a joyful day for me," Ham said of his own installation. "The ceremony was one of those moments when things connect in time."

John Evans recalled his 1972 installation. "We held the ceremony outdoors because we expected disruptions," he said. (They came, in the form of demonstrations for day care and library services.) "They diverted attention from the occasion but added a note of realism — the pomp and splendour didn't fit with the reality of the university at the time."

Claude Bissell was told by his ten-year-old daughter

that his speech was too long. He agreed. "It was a great relief when I finished. When a ceremony focuses on one person and you're the person, it becomes a trial in composure." Bissell's feared attack of laryngitis luckily held off until the next day.

Although Sidney Smith kept scrapbooks of his career, including the menus of ceremonial dinners, he did not leave any recollections of his 1945 installation, except a comment to *The Varsity*: "I think it speaks for itself."

The installation of the president retains centuries-old traditions. The ceremony begins with three processions: first, academics in robes and hoods; second, representatives of other universities; then, with the beadle bearing the mace in the lead, the chancellor, flanked by esquires bedel bearing silver-tipped mahogany staves, followed by the lieutenant-governor.

The U of T derives its ceremonies from both Oxford and Cambridge, hence the use of "beadle" (Oxford) and "bedel" (Cambridge). Since the chancellor is elected by the alumni, it is fitting that the alumni also name the attendants: E. B. M. (Bert) Pinnington, director of alumni affairs, acted as beadle at the installation, while Anne-Marie Applin, secretary of the University of Toronto Alumni Association, and Douglas Kingsbury, past president of the association, acted as esquires bedel.

The processional order of ascending seniority comes from the church. In an ecclesiastical procession, the bishop, archbishop or pope would come last.

"The tradition has nothing to do with Christian humility," says Reverend James McConica, who was installed as president of the University of St. Michael's College a week after the Connell installation. "The lesser ranks walked in front to part the crowds for the dignitary."

The mace, a symbol of royal authority vested in an institution, originated as a bishop's weapon, Professor Richard Toporoski of St. Michael's explains. "Bishops were not allowed to carry a sword into battle because they weren't supposed to shed blood, but they could hit the enemy over the head. The fancy end was actually the handle. The shaft was what they hit with."

The U of T mace spends most of its peaceful existence in a velvet-lined case in a vault at Simcoe Hall. After the previous wooden mace was damaged when a gust of wind tumbled it off a table one Remembrance Day, Colonel W. E. Phillips, chairman of the Board of Governors, gave the University a gold-plated silver mace in 1951. Below the crown at the top are the arms of George IV, who granted the University its charter in 1827, the arms of the University, the province of Ontario and Canada. Finely carved beaver and trilliums bedeck the shaft. It weighs 30 pounds, which was "quite a business," according to Leonard Smith, who retired in 1973 after serving for 40 years as the University's beadle. "Standing with it was hard — Convocation Hall got hot." This bearer of the symbol of authority sometimes found himself too conspicuous: Smith recalls having pepper thrown in his face during the 1952 opening of the Best Institute.

Academic robes originated with those worn by monks at the beginning of the 12th century, when the great universities of Paris and Oxford were founded. All members of a university belonged to a religious order. Black became the colour of undergraduate dress,



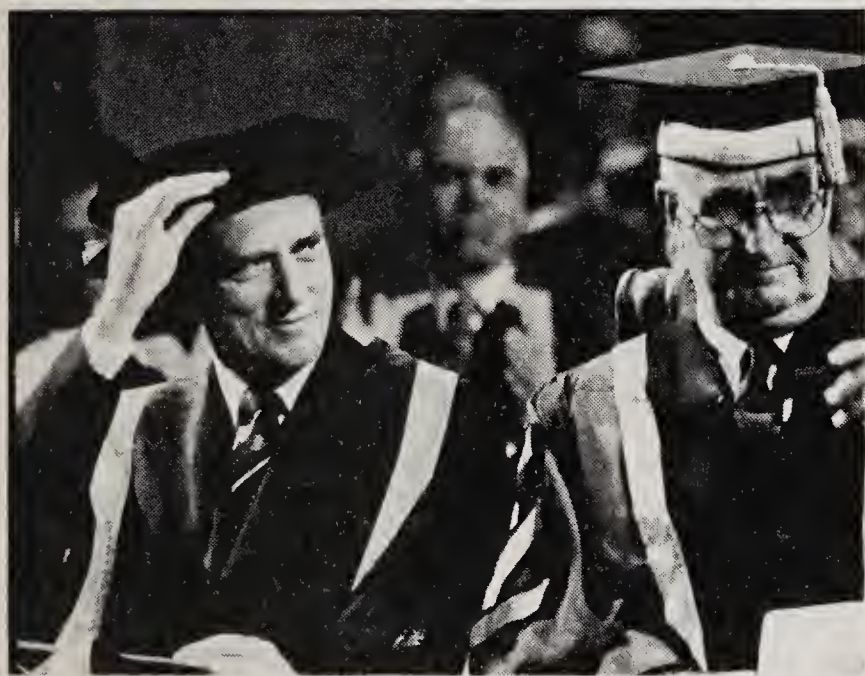
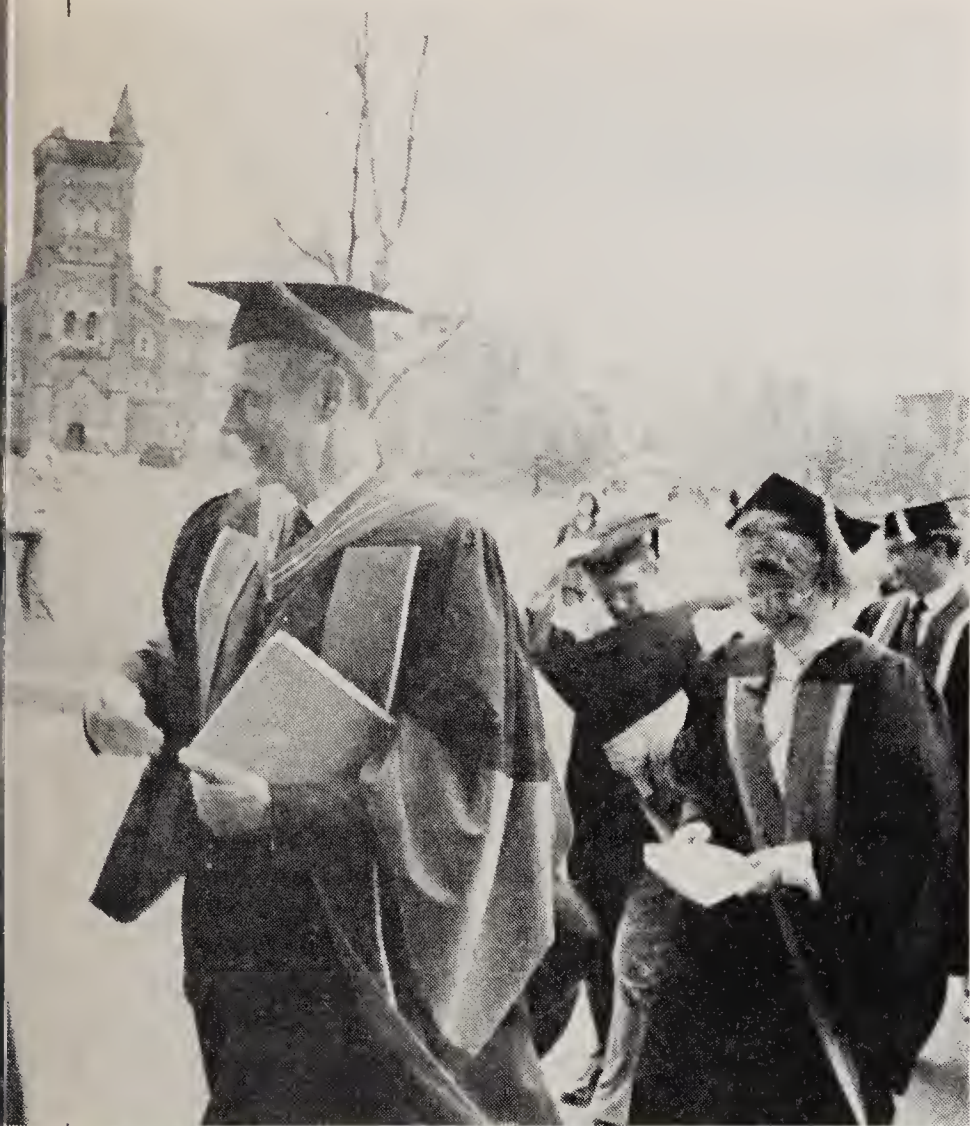
especially for students of the arts faculties at Oxford and Cambridge, because the Benedictines ("black friars") were predominant. The U of T undergraduate gown is that of Clare College, Cambridge. It was introduced by Reverend Harris, a member of the College Council in 1843 and a former fellow of Clare.

Distinctive dress came from "a need to discipline and keep track of people," explains Father McConica. "Students going into the town could then be spotted by the university's bedels (who also collected fees) and kept away from prohibited activities like going to brothels or taverns and engaging in archery."

Anything beyond basic black was permitted only to masters, who could wear the cope of their order, and later to doctors, who adopted scarlet or purple, the classical colours of high dignity. Colour was a privilege of high status. Laws after the 15th century forbade the wearing of sumptuous colours (not to mention tennis playing) except by members of the upper classes.

The academic hood was originally a piece of everyday medieval clothing worn even indoors by scholars who lived and studied in dank, drafty buildings. Gradually hoods came to be marks of affiliation with a faculty, and showed the level of a scholar's degree. The 18th-century fashion of wearing the hair in a greased bunch at the back of the neck, and a consequent need to prevent soiling, led to wearing the hood lower on the back, where it remains today.

The mortarboard evolved from the ecclesiastical skull cap and the four-cornered biretta. The soft bonnet worn by President Connell was a popular fashion in Tudor times that was adopted by new faculties. Sometimes called the Cambridge bonnet, it was his choice because



On King's College Circle before the ceremony, esquires bedel of the chancellor's procession on the left, and after the installation with the lieutenant-governor in Convocation Hall.

he finds the mortarboard "uncomfortable."

After taking the oath of office, he was helped out of his black and scarlet Toronto doctoral robes, and into his presidential gown of deep-blue silk with silver trim by Principal Peter Richardson of University College, Dean Frederick Lowy, Faculty of Medicine, Dean Gordon Slemon, Faculty of Applied Science and Engineering, and George Edmonds, president of the U of T Alumni Association. Ancient cultures considered the vesting to

be the putting on of a substitute skin and the assuming of a new personality. It is part of all investitures and coronations, going back at least to the rituals of early Teutonic tribes.

All was not unrelieved sartorial splendour at the installation. The engineers' musical arm, the Lady Godiva Memorial Band, parodied academic headgear as they serenaded the processions entering Convocation Hall. Some band members wore hard hats modelled into bright red airplanes and derricks; others, patterned wool toques with generous tassels.

Connell is known as a man who loves music. After asking for a "cheerful" installation, he must have been cheered to see musicians among the hundreds whose labours made the ceremony such a success. The Faculty of Music's Brass Choir, founded in 1972 to play for John Evans' installation, created a "royal palace" mood with a suite of French renaissance dances.

A musical highlight, "For Starters (G.E.C.)," was commissioned for the occasion by the alumni association from John Beckwith, Jean A. Chalmers professor of music. For the piece, which begins with the notes G, E and C, Beckwith used a 12-note set, reflecting his friend's status as the University's 12th president. Connell later said he liked the piece, which he found "just right for the occasion, expressing light-hearted dignity." He had earlier joked that he would study the score, the better to follow the piece. Whether or not he did remains unknown, but he, St. Clair Balfour and John Black Aird impressed the gathering by singing "The Blue and White" without the aid of the words printed on the program.

Behind the scenes, Kay Takenaka, the president's ceremonials assistant — who began the job under Bissell — worked feverishly for weeks in spite of a broken foot. A sign of how thoroughly she does her job: opening the vault to display the mace, she used a new combination lock put in two weeks before to replace one she'd been using for 20 years. It was long — about a minute's worth of dial twirling. She did it from memory.

Many gathered to pay tribute to the U of T and its new president. Conservative M.P. Reginald Stackhouse, former principal of Wycliffe College, represented the prime minister. Ralph Benson, assistant deputy minister of colleges and universities, brought greetings from the province.

Sir Robert Falconer's installation in 1907, the first major recorded one in the University's history, also marked the opening of the physics building, later named the Sandford Fleming Laboratories. At James Ham's installation in 1978, the deputy premier, the Hon. Robert Welch, attended, bearing the glad news of an \$11 million provincial grant to restore the building, recently destroyed by fire.

The private sector turned out in full force for the installation, which pleased the president. "They are patrons and benefactors," he said, "and we owe a relationship of accountability to them. I hope it will also be a strong relationship of friendship."

George Connell assumed office in a ceremony of warmth and goodwill, its essence best expressed by Professor Joan Foley, speaking for faculty and staff:

"Welcome home, Mr. President." ■

LIFE AND LAUGHTER

BY ROBINA SALTER

DO NOT NEGLECT THE HEALING POWER OF THE ABSURD

*To know how to laugh
Is to know how to reign.*

— Goethe

LOVERS AND CHILDREN, THE POETS REMIND US, LIVE close to the springs of happiness. Nature just seems to hand them one golden day after another. Children especially know where to look for fun. Their joy may spring from wearing their shoes on the wrong feet or tying the laces together. Charlie Chaplin gave a life-time of laughs from his amusing antics with his shoes.

Such joy is not, however, the exclusive perquisite of lovers, children and Charlie Chaplin. Happiness need not lie fallow awaiting a chance moment to grow again. Such was more the case in the 16th century when the word happiness first appeared in the dictionary bearing the meaning "to happen".

Over the years the raising of humour to happiness has become a personal skill developed through a conscious move away from medieval melancholy whose cachet was often resignation. In fact for those who have evolved to the

level where they have made happiness a way of life, it would be as difficult to keep them from their inner joy as it would be to try to "sneak a sunrise past a rooster".

Norman Cousins, editor of *Saturday Review* for over 25 years, describes in his book, *Anatomy of an Illness*, how he used the power of laughter and thought to heal himself from a serious illness. When doctors told him he was suffering from a crippling disease called ankylosing spondylitis, a progressively deforming arthritis of the spine, he simply refused to resign himself to fate and melancholia.

Early in the course of his illness, Cousins signed himself out of hospital, trading his hospital bed for one in a hotel. He left behind the numbing comfort of analgesic drugs and took up a good diet, high doses of vitamin C, and unlimited levels of laughter arising from watching old *Candid Camera* shows, Marx Brothers' films, and reading scores of humorous books. He tells his readers that he may not always have been happy when he was laughing, but happiness and relief from pain soon followed the laughter.

Norman Cousins had dared to laugh himself back to recovery. He showed the world that one can stir up a sluggish sense of humour as surely as one can quicken body-mind awareness through exercise. Laughter, says Cousins, is a kind of "internal jogging". That was back in 1964.

In 1980, two years after he had been appointed to the faculty of the University of California at Los Angeles — teaching students about the "biochemistry of emotions" — he had a serious heart attack. Cousins applied the same philosophy, by-passing the surgery advocated by his physicians. In his book, *The Healing Heart*, "anti-



Robina Salter is a Toronto writer

dotes to panic and helplessness", Cousins tells how once more he created a regimen to restore his body through exercise — physical, spiritual and mental.

Cousins would have understood what the Red Queen meant when she told Alice that she herself spent half an hour every day picturing absurdities and believing as many as "six impossible things" before breakfast. Norman Cousins found that 10 minutes of belly-laughter gave him an hour of pain-free sleep. The more he laughed, the more his health improved. "Laughter is a bullet-proof vest!" says Cousins.

Whether the endorphins, the body's built-in opiates, are set free during laughter, easing psychic pain as they are thought to relieve physical pain after injury, is still controversial. But Cousins believes that laughter and a happy, optimistic attitude helped his body create its own by-pass to recovery from a heart attack. At no time does he advocate that anyone should forgo the skillful care and comfort of a competent physician. He does, however, foster the hope that there will be a growing closeness, a partnership between the patient and the doctor and a greater effort all round to free the patient from "fears and foreboding that can in fact represent serious intensifying factors in disease."

Often people turn to TV, films and theatre for their laughs, says Dr. Vivian Rakoff, chairman and professor of psychiatry at U of T. "The best jokes are about serious subjects: death and taxes. Laughing at the taboo allows the audience to take part vicariously in a ridiculous but potentially threatening situation which is not happening to them ... yet."

In the theatre of academe, faculty and staff often find the current financial restraints are dampening to humour, with more tragedy than comedy. Catherine Chalin, an associate professor in the Division of Community Health, would like to see a revival of humour on the campus — even in the midst of serious discussion.

"Those who have a keen sense of humour can create an atmosphere of good will which is contagious to others," says Chalin, who holds a master's degree from Knox College and a doctorate in psychology from Peabody College in Vanderbilt University. She sees life as a celebration and understands how wit can foster wisdom. But humour is highly personal and what may be

playfully creative and progressive to one, may be anathema to another, maybe even cause on the campus for forming one more committee!

Some psychologists believe children are born with a sense of humour which may become overlaid with anxiety and even depression. Dr. Ashley Montagu, a renowned professor of anthropology and until recently associated with Princeton University, has observed how

certain non-literate societies preserve a sense of humour among their children by meeting a child's aggression and anger with "fun and laughter, amusement and affection" rather than with counter-aggression and scolding.

Many of today's children need to be taught how to laugh and play, says Professor Otto Weininger of the graduate Department of Psychology. Children who can play freely suffer less often from colds and other infections. Weininger and his colleagues have also observed that as children learn to play, their atten-

tion spans lengthen, they are less hyperactive, and have fewer temper tantrums. An environment rich with play is believed to stimulate chemical activity in the cerebral cortex.

Some researchers believe that the creative right half of the brain absorbs new knowledge best in a carefree atmosphere, he says. The point at which a child becomes bored with learning may be the moment when the new knowledge has been "codified" into the left brain.

"It's possible that endorphins are released during play-learning, freeing the mind and body of the tension that undermines a child's intellectual energy," says Weininger, who is also chairman of early childhood studies at the Ontario Institute for Studies in Education.

Through playing, children learn to act out their anxieties and lessen an accumulation of stress, which, the late Hans Selye believed, eventually lowers the body's immune defences against certain diseases. The death of a spouse is one of life's most stressful experiences. The survivor, particularly a widower, is especially vulnerable to illness.

To observe the humorous in life calls for breaking step with one's usual pace. If the humourist's script were written as if for a musical instrument, the passage might be marked *tempo rubato*, "robbed time", time taken from the usual beat to observe "impossible things".



The "aha" of discovery in the research laboratory is closely akin to the "ho ho" of the paradoxes observed by the humourist. At the peak of creativity and laughter, there seems to be one sunlit moment when the mind is free of the influence of early conditioning, free to recognize a new truth or an amusing twist. The jester is often seen as brother to the sage since both live by their wits, ingenuity and inventiveness.

Dr. Carl Simonton, a radiologist-oncologist from Fort Worth, Texas, and Stephanie Matthews-Simonton, his wife, have been pioneers in teaching cancer patients how to free their minds of old conditioning in order to enhance the quality of their lives after surgery or chemotherapy.

In the 1960s the Simontons observed that cancer patients described as "terminal" who recovered against all odds — "spontaneous remission" — had held fast to a positive mental attitude and an expectation of recovery. They also noticed that many terminally ill cancer patients managed to live long enough to see a special event — a wedding, a child's graduation, the birth of a grandchild.

Believing that the mind exerts a powerful influence over immunological responses, Simonton designed imaginative techniques to help patients develop a positive attitude. He taught them how to relax deeply, to picture a scene from nature, and then to create their own mental scenarios of their immune systems waging war on the invading malignancy. Simonton also taught patients how to play.

"Play mobilizes the will to live and increases a patient's energy. For those patients stamped with the belief that suffering is noble and more worthy than play, the struggle to laugh may at first be embarrassing. But gradually the patients free their imaginations to develop powerful visualizations which they use to decrease tension and anxiety and strengthen their faith in the outcome of their therapy."

Play is not an elective for health, it is an essential, says Simonton. It is also important for those watching by the bedside of a dying relative to have an outlet for humour, without feeling guilty.

Life does not cease to be funny when someone is dying any more than it ceases to be serious when people laugh, he says, quoting George Bernard Shaw.

There are, however, people who choose to live close to the vein of melancholia, perhaps because they have found

that it attracts a kind of similar companionship. With a morbid curiosity they will lift a corner of life's rug, looking for what's underneath and seeing the unfinished weavings instead of the pattern on the top. Those who prefer sad to glad often miss the opportunities of the day at hand, for they have a tendency to mourn the past with dismal "if only's". If only I had done this, that or the other. Maybe these were the people the comic figure

Snoopy had in mind when he said he "kept hoping yesterday was going to get better!"

Feeling sad, however, is sometimes part of life. At one time or another we are all prey to loss — loss of love, of loved ones, loss of hope, faith, things and places familiar. There are also times of transient loss of being in control, when we let go of old patterns in order to grow again. When we face up to life and see it and ourselves stripped of illusions and distorted impressions, there are hours of pain to be followed by a new sense of power and a

deeper kind of happiness.

The desire for happiness and feeling good is one of the strongest drives in human nature says Jack McQuaig, president of the McQuaig Institute of Executive Development in Toronto. Happiness may begin in simple ways, even with a smile, "the shortest distance between two people."

McQuaig, author of *Synergy*, says we often pass up the simple paths to happiness — "a walk in the country, a good book or film in exchange for sitting around and wishing for a trip around the world or a weekend in New York. But it also helps to develop a personal philosophy, best of all a religious faith," says the enthusiastic consultant in mental fitness who has an M.A. in psychology from U of T. "Oh, and don't take yourself too seriously. Make the most of your joys and minimize your sorrows. Don't blame yourself for something that happened in the past. As for others and their ways of living — let them live the way they choose!"

Lovers and children may be chosen for happiness. But anyone can learn how to generate joy. A look at one's own funny ways and the unexpected turns in life will easily yield "six impossible things" before breakfast. With practice the happy absurdities can be woven into the day to be shared with others, letting laughter listen to the echo that it loves. ■



ETHICS & ENGINEERING

BY JOHN AITKEN

THE STUDENTS ARE BEING ASKED TO CONSIDER THE EXTENT TO WHICH THEY MUST ASSUME RESPONSIBILITY FOR THE MISCHIEF INFLICTED ON SOCIETY WHEN THINGS GO WRONG. IT'S NOT A SIMPLE QUESTION.

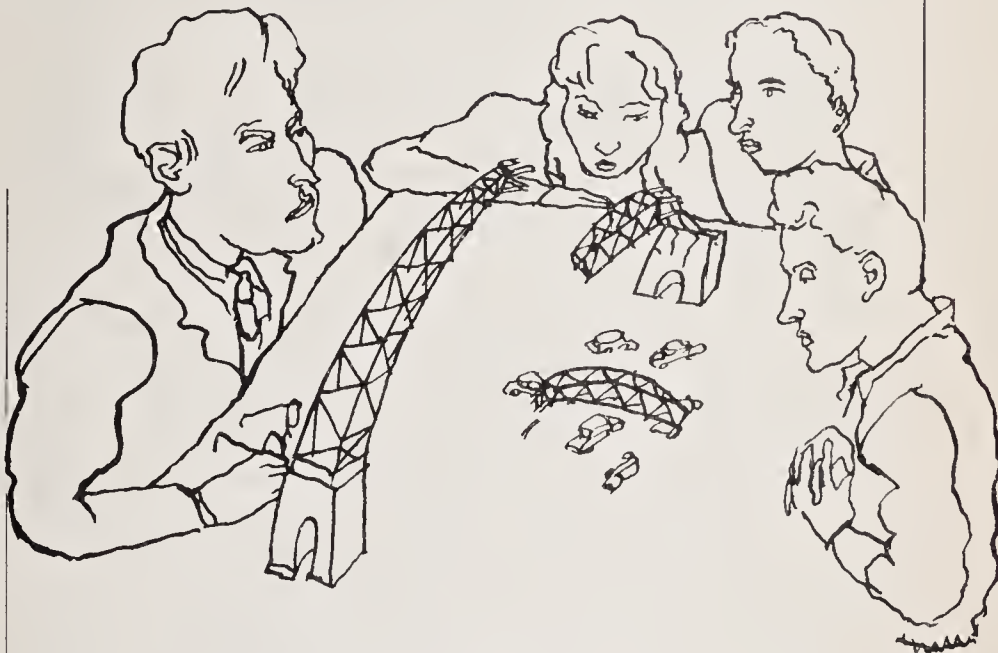
ZEV FRIEDMAN, TENSE, SHOULDERS SCRUNCHED, listens to the questions coming from students who have surrounded him. They are asking about determinism and freedom and want to bounce their ideas off him. He is drawn back to the blackboard where he scribbles some points and repeats a portion of what he has been trying to get across for the past hour: that while science depends upon determinism — events and actions are caused by preceding events and actions — determinism is inadequate for an understanding of humanity. There is freedom in humanity: the freedom to make moral judgements and choices. Where determinism absolves us, freedom holds us responsible for our actions.

Friedman, an associate professor of philosophy, has been lecturing on philosophical concepts of right and wrong, of *rights*, to 300 first year engineering students. It is the first time he has taught engineering students, although he has been teaching at U of T ever since he received his doctorate here 15 years ago.

"It's murder in there," he says later. "There is hostility to you and what you're trying to say." But what of the students, questioning, demanding more, interested? Surely that's encouraging? He shrugs. "There's no contact. You're not a person at all."

Derek Allen, associate professor of philosophy, teaches the first part of the course and Friedman the second. Allen has been at it for four years. "I'm more relaxed now," he says, "less formal. But it's hard work. These students have a different cast of mind. They're technically oriented toward quantitative issues and they're used to the idea that a problem can be solved according to a definite procedure. They're not used to dealing with questions that don't lend themselves to that sort of treatment. The anti-arts credo runs very deep, or at least voluble lip service is paid to it."

W.H. Vanderburg comes to engineering students as one of them (his Ph.D. thesis was in fluid mechanics). He went to France for four and a half years to study the social sciences "to see what they knew that would be useful to me." He found a contradiction: that while science dominates and shapes our culture, our lives, it was not regarded as a serious phenomenon in the social sciences. As he pursued his studies he became convinced



that there is a whole sociology of science, and he approaches students as a sociologist with a solid engineering background. This year he has been nominated for a teaching award and course evaluations from his students are high.

He tells his students that to be a good engineer means more than improving the responsiveness of a transistor or the strength of a bridge, that engineers must have a sense of the impact of what they do, that "many of these moral and ethical dilemmas become invisible when you subdivide a particular job or project down to its metallurgical aspect, or its chemical engineering aspect."

By dealing with cases involving transportation of technology to hypothetical but specific situations where the people and their institutions are not prepared for them, he forces students to deal with them "not in a naive way but by looking at the constraints the system has and asking what can be done within them, what the options may be."

"It's sort of applied social science," he says, "within an engineering context. The most common tools I use I borrow from sociology."

We are talking of acid rain and disposal of hazardous wastes, of toasters with faulty wiring and automobiles with defective gas tanks, of urban development and environmental protection, of computers and privacy. There is little in our lives that is unaffected by scientific and technological advances often accompanied by the threat or reality of disaster and disruption. What the students are being asked to consider is the extent to which they must assume responsibility for the mischief that may be

inflicted on society when things go wrong.

The students are, many of them, single-minded and uninterested rather than reluctant to consider the moral and social implications of what they do.

Engineering students, says Jack Stevenson, a philosopher who has taken up the cause with almost missionary zeal, are self-selected for strength in maths and science, further culled by the University which demands a 90 per cent high school average for admission. It isn't surprising that they have little interest in the arts and humanities, that they have little skill in writing, in expressing themselves outside their fields.

Deans of engineering had seen the changes occurring in society and in the profession. U of T has included ethics and other non-technical electives in its curriculum for almost 20 years, but these courses have now become mandatory and engineering students will spend one-eighth of their time here in them. That's new. Also new is the revised Professional Engineers Act, which came into being on Sept. 1, 1984, and for the first time spells out clearly and unequivocally that the essential purpose of the profession is to serve the public, that safety and health are paramount.

Dean Gordon Slemon had already moved. In 1980 he established a task force headed by Morris Wayman, a professor in the Department of Chemical Engineering and Applied Chemistry, to look into "what we should be doing in courses that link engineering with society." Such courses were already being tried but, as Wayman noted in an article in the *Bulletin*, the campus fortnightly newspaper, there were problems. One professor of philosophy spent an entire term discussing the pros and cons of capital punishment. "He was," wrote Wayman, "trying to teach them how to approach moral problems. But the students have moral problems far more relevant to engineers than capital punishment."

In the same article Wayman wrote of the roots of engineering, which "did not arise from science but from the practical arts, from military engineering and from agricultural engineering, from construction and surveying and the building of cathedrals, pyramids or Stonehenge, or to go further back, from the making of bread and wine, from metallurgy and the many other non-scientific ways in which people feed, clothe, house, transport and protect themselves."

But there is little sense among engineering students today that arts and science professors have anything relevant to teach them. I caught something of this as I left Friedman's lecture and heard one student muttering to another: "Man, you can get a heavy if you think about this kind of thing too much." And another: "What does Plato matter anyway? I mean he's *dead*, isn't he?"

Early in 1981 Peter M. Wright, a professor of civil engineering who was a member of the Wayman committee and is now associate dean of engineering and acting dean of architecture, observed in another *Bulletin* article that "Marshall McLuhan, in *The Gutenberg Galaxy*, stated 'any technology tends to create a new human environment'." Was study of these changes not central to much of the humanities? "Engineers," observed Wright, "over the years have not been fully aware of the impact of their works and of the technology with which they are associated...The question for the rest of the University

is, what role will it play in developing in engineers a better sense of perspective of their impact on the human environment. And conversely what place will engineering have in the university of the future."

There was much debate about importing philosophers, sociologists and historians. Not even all engineering faculty members were fully responsive, let alone the students. So much to be taught within the discipline, so much pressure on the students, was it reasonable to require them to spend a substantial part of their time studying such irrelevancies?

It certainly was and is, and the way had been prepared



by, among others, Harold Innis and Marcus Long. "Innis," wrote Wayman, "was above all concerned from the beginning with the social impact of technology." Long, whom Slemon describes as "the famous raconteur of philosophy", was attracting interest which cut across disciplinary boundaries. "It's a long tradition," says Slemon. The result today is a cluster of courses designed to help engineering students understand professional ethics and comprehend the greater issues of social responsibility and moral awareness. They are also taught the complexities and confusions of whistle blowing and the heresy of the uncertainty principle.

Slemon is candid and pragmatic. Most engineers, he says, are employees. If their company is working on a design they know may be disadvantageous (not necessarily unsafe) to the public, what should they, as professionals, do about it? Blow the whistle? Talk to their supervisor? Call a press conference? He doesn't attempt to provide answers but feels strongly that nothing can be achieved without risk, and that the proper role of a professional engineer is to provide reliable information to both sides, especially in cases — the use of nuclear power for generating electricity is a good example — where neither side is right or wrong, simply polarized. "It is the most difficult position of all," says Slemon, "for the engineers will be castigated, they'll be thought of as traitors to both sides."

It is arrogance, says Slemon, for an engineer to say that something has been designed so that accidents cannot happen again. "There's hardly anything we can do without creating some difficulty, some danger for somebody else. And conversely if we don't do something, that will cause difficulty or danger to somebody else. The best we can do is to come to the best judgement of the

best answer under existing circumstances, and that may not be the best answer next year. The only truth in many instances is that there is a part of it that we don't know."

Another thing that worries Slemon and Stevenson both is the misconception many engineering students seem to have about the work they'll be doing. Increasingly, says Slemon, "the engineer has to communicate, in a factory for example, with upper management, with the men on the floor, with union officials across a bargaining table, with the local city council or a protest group of concerned citizens — many different audiences. The same message has to go out in almost different languages and few engineers are prepared for that."

It was Jack Stevenson who developed the course in ethics and engineering. He studied the engineering code of ethics, and went on from there.

"One of the things I do," says Stevenson, "is put what I call a plate of spaghetti on the blackboard, a look at engineering as an activity under constraints of various kinds. It's not just the code of ethics, there are regulations under many acts, there's common law, civil actions, and by the time I put this up — all the various boxes, laws, regulations, moral obligations, rights — they get some sense that it's a very complex situation. Then I try to show the sources of all these restraints, a host of regulatory agencies they have to deal with. It's a concept they have to get hold of eventually. An engineer walking into a job situation can be very naive about this. I feel that my job is to inject a little realism into them."

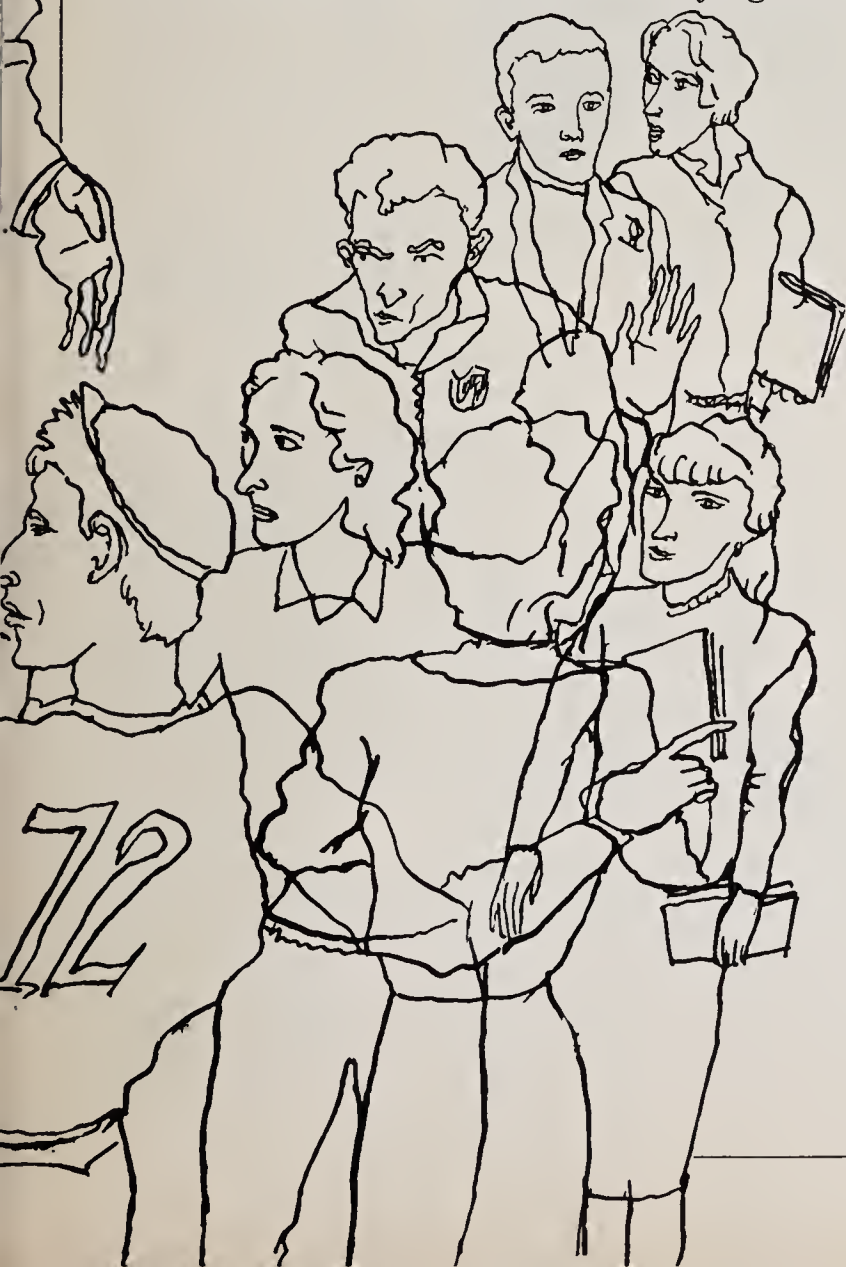
It's one thing to say an engineer's duty to the public is paramount, but what does he do when his supervisor tells him to come in to the plant early Sunday morning and turn a valve that will release a 45-gallon barrel of dioxins into the lake? If he obeys he is ignoring the code and breaking the law. If he disobeys it's very likely that he'll be fired. "What's the welfare of the world?" asks Stevenson. "How do you measure it? You have to immerse the students in something close to reality and still be able to abstract from it to make it manageable. It's a process that involves finding some middle ground that's realistic on the one hand and yet simplified enough to see the issues and how to balance things off. You have to knock that simple-minded view out of their heads."

Stevenson does not teach philosophy by itself, out of context. "I'll discuss an ethical theory like utilitarianism but we only have 13 weeks so there's very little you can do and the students are very overworked. I have a kind of intellectual ballast that I carry around with me that I can draw on. I don't pull Plato out of my back pocket, but he's in there, in what I'm saying."

He concentrates on cases drawn from reports or created hypothetically from his own knowledge and explores with the students their responsibilities, moral and legal obligations and options. Whistle blowing, for example. But again, he can't tell them how to react in a given situation. "That's cookbook science," he scoffs.

"There are methods that work a good deal of the time but they're not infallible. The students have to learn to recognize and deal with the relation between the known and the unknown; they have to understand the role of luck and serendipity, and that you can only improve your judgement with practice."

Is this ethics, philosophy or survival? ■



RRSP

THE ECONOMY, INTEREST RATES, STOCK MARKET.

On December 10, 1984, the Managers of the No-Load Dynamic Funds, for the sixth consecutive year, held a round table discussion about the Economy, Interest Rates, Stock Markets, RRSP Investment and the Manager's investment philosophy with a Fund's Shareholder.

Q: What is your outlook for the North American economy in 1985?

A: At this stage, we remain positive on the outlook for the North American economies. We are continuing to look for real growth in GNP in the U.S.A. and Canada. While we expect that Canada will lag the U.S.A. due to the nature of the Canadian economy, our 1985 estimates are for 3.5% in the U.S.A. and 3% for Canada.

Q: Recent economic results seem to indicate a slowdown or recession in the U.S. economy. Are you concerned?

A: We believe that this is merely a reaction to the very strong growth that we saw in the first and second quarters of 1984, which was well above most people's expectations. The slowdown will probably continue through the fourth quarter, and as we move into the first part of 1985, we should see growth resuming to tie in with the 3.5% real growth that we are forecasting.

Q: What about interest rates in 1985 for both the U.S. and Canada?

A: For some time, we have been projecting lower interest rates in spite of high deficits and a general perception that a resumption of inflation was just around the corner. We still see reason for projecting lower interest rates over the intermediate term, notwithstanding our view that the economy is expected to continue growing. For the next 12 to 18 months, inflation will not be an issue and



The principals of Beutel, Goodman & Company Ltd., one of Canada's leading investment counsellors, and Investment Managers of the Dynamic Group of Funds are (left to right) Austin C. Beutel, Seymour Schulich, Ned Goodman, David A. Williams, Norm Bengough, Owen R. McCreery.

the spread which currently exists between the inflation rate and the nominal rate — what is called the real interest rate — should decline.

Q: How serious are the Canadian and U.S. deficits?

A: Currently, the financing of the deficit is not a serious problem. The Canadian deficit on a per capita basis, however, is substantially higher than that in the U.S. and therefore may be perceived as being more serious, but it can be financed. The most important aspect of deficits stems from the wonders of compound interest. Only recently have politicians come to realize that when you have a sum of money on which interest has to be paid at the rate of 12% per annum, then the outstanding debt doubles every six years. Without increasing revenues or reducing spending, the interest bill alone will be sufficient to expand the deficit at quite phenomenal rates. Thus, what is serious is the psychological impact of these deficits on the financial markets, especially the level of interest rates.

Q: Is inflation a dead issue?

A: Currently inflation is a dormant issue but certainly not a dead issue. The Fed, during their recent easing move, acknowledged that inflation is not now the problem that it once was. What has been helpful to inflation rates in the U.S. has been the strong U.S. dollar fostered by "safe haven" investment demand. The satiation of this demand without a reduction in the deficit, will tend to heat up inflation measures over the longer term.

Q: What are your RRSP funds?

A: Dynamic Savings Fund, a premium cash option, with interest compounded weekly; Dynamic Income Fund, which invests in fixed income securities to maximize income return; Dynamic Fund of Canada, which emphasizes capital growth through the ownership of Canadian common stocks; and Dynamic Prospector Fund, which invests in the Canadian junior natural resources sector.

Q: What is Dynamic Fund of Canada's investment strategy?

A: In light of our economic scenario, we are basically bullish and we are about 90% invested in the Canadian market with a strategy which emphasizes those groups that have not yet responded in this market recovery.

Q: Would you care to mention certain sectors of the Canadian market that the Dynamic Fund of Canada is highlighting or will emphasize over the next 12-18 months?

A: The key will be the financial sector. Sectors that are interest rate sensitive, which would include companies with floating rate debt, where interest reductions will fall to the bottom line. We are staying with the metal based securities although we are allowing our total funds to increase without proportionately increasing our metal position. Oil and gas securities are still low but we are well positioned for those securities that would do well in the latter stages of an economic cycle. Our strategy is to focus more on those stocks that are trading at a P/E that is lower than the market, and a price relative to book value or appraised value which is lower than the market.

Q: Dynamic Fund of Canada's performance record of over 18% as an average annual compounded rate of return for the last ten years is outstanding but your short-term figures are surprising. Would you comment?

A: We take a position in the market based on our economic scenario and market outlook. Our attitude is always one of the long-term investor. We are neither technical market players nor short-term traders. In this last period of unusual volatility and group rotation, our turnover was reduced since it is not our style to run from group to group. But as you note, the long term evidence of results based on our style did prove rewarding. We manage our accounts with the objective of delivering a return on investment over time in excess of the rate of inflation. The rate of inflation during the past 10 years averaged around 8%, so we have provided a real rate of return in excess of 10% per annum compounded. That is really what prudent investment is all about.

Q: Why are the Dynamic Funds No-Load?

A: Mutual funds, as a product, are now well known and understood and many people have sufficient knowledge to seek out the product of their choice. When we chose the concept of marketing no-load funds, our feeling was that we wanted to attract the sophisticated kind of money that does not respond to every fad as a result of a commissioned salesman presenting short-term panacea. We provide professional money management on a consistent basis and we are confident that our performance will continue to attract serious investors. Our salaried "shareholder advisors" are well trained and licensed to provide answers to questions and since the investors make up their own mind, we don't see why they should have to pay a fee. We feel that the Canadian market will soon achieve the sophistication of the U.S. market where the no-load marketing

style has increased its market penetration from 1% of the market in 1960 to over 65% today (non-money market funds).

Q: How should RRSP monies be invested?

A: Regardless of market conditions, one must consider asset-mix as it relates to one's age, financial independence and comfort level of risk. We favour a 60-40 mix in favour of equities. This depends a great deal on an individual's circumstances. With Dynamic Funds, an individual may have only a premium savings account, equities, bonds (where the cash reserves will vary), or a combination of these assets. This is because the Dynamic Funds are specific purpose funds and are interchangeable at any time without cost.

Q: Is Dynamic American eligible?

A: Self-directed RRSP's may own the 10% allowable of Dynamic American Fund and Dynamic-Guardian Gold Fund.

Q: How many Dynamic Funds can I hold in your Dynamic Group RRSP?

A: Four, providing the minimum investment in each fund is \$1,000.00

Q: Having no sales force, how do you service your RRSP and other shareholders?

A: Our 16,000 shareholders from coast to coast in Canada have toll-free telephone access to our experienced and knowledgeable staff in both Toronto and Montreal. In addition, we provide a quarterly report that outlines performance, fund activity and economic review and forecast. Each spring, Regional Shareholder Information Meetings are held in several principal cities across Canada.

Q: With no sales charge, how do you make money?

A: Like all other funds, we charge a management fee which defrays all operating expenses. For the four common stock funds, the management fee is 2% of assets per annum, and for the Dynamic Income Fund, it is 1% of assets per annum. Dynamic Savings Fund charges 0.75% of assets per annum. The

management fee is deducted at source prior to net asset value calculations. Therefore, what you see is what you get.

Q: What other charges do you have?

A: The Trustee fee for both an RRSP and RHOSP, regardless of asset base, is \$25.00 per annum charged on opening the account. Should one redeem an RRSP within a year of purchase, a penalty of 2% of the redeemed amount is payable to the Fund (1% for the Income Fund) along with the \$20.00 administration fee payable to the Trustee. After a year, the penalty is not applicable. Dynamic Savings Fund has no early withdrawal fee.

Q: Why should one be attracted to the Dynamic Funds?

A: Dynamic Fund of Canada has experienced better than an 18% annual compounded growth rate over a ten year period, and Dynamic Income Fund has shown a 14.9% average annual compounded return since its establishment in 1979. Each of the Dynamic Funds are specific purpose funds and with the founding of Dynamic Savings Fund, an RRSP investor may tailor a plan to meet his or her comfort level of risk. There are no sales charges to purchase the Dynamic Funds, and they are interchangeable any time without cost. Last but not least, the people responsible for the performance are still intact and remain dedicated to continuing that historical performance.

Q: Any other comments?

A: We invite you to judge the Dynamic Funds yourself — we will send you the Financial Times Survey of Funds of over 200 funds with our "kit" containing Summary Statements, quarterly Shareholder Reports for each of the Funds and other pertinent material. As we stated earlier the process of selection is not complicated — we make it easy!

N.B. Data quoted are subject to change. The shares/units of the Dynamic Funds are offered only under Prospectus or Summary Statement.



R. B. Stewart, President of Dynamic Funds Management Ltd., a subsidiary of Beutel, Goodman & Company Ltd., has responsibility for the administration and marketing of the No-Load Dynamic Group of Funds

DYNAMIC FUNDS MANAGEMENT LTD.
74 Victoria Street, Ste. 300
Toronto, Ontario M5C 1A5

Call anytime Toronto **363-5621** Montreal **842-1416**
Elsewhere in Canada **1-800-268-8186**

Office Hours: Monday to Friday 9:00 a.m. to 5:00 p.m.
In February only: Monday to Friday 9:00 a.m. to 8:00 p.m.
Saturdays 9:00 a.m. to 5:00 p.m.

Please send me a Summary Statement for:

- ☐ Dynamic Savings Fund* ☐ Dynamic American Fund**
☐ Dynamic Income Fund* ☐ Dynamic Guardian Gold Fund**
☐ Dynamic Fund of Canada* ☐ RRSP Booklet prepared for
☐ Dynamic Prospector Fund* ☐ Dynamic Funds by Clarkson Gordon
☐ Financial Times Survey of Funds

*Qualified for RRSP, RHOSP and DPSP

**Qualified for foreign portion of self-administered RRSPs.

NAME _____

ADDRESS _____

CITY _____ PROVINCE _____

POSTAL CODE _____ TELEPHONE _____

HOW SERGEANT FISHER WAS ASSIGNED TO GUARD RIEL

I FOUND DONALD B. SMITH'S ARTICLE ON Riel (Nov./Dec. 1984) of surpassing interest. I had not before known the fascinating history of Honoré Jaxon.

In September 1878, a great flood in the Humber Valley destroyed all the water-driven flour and sawmills on the river, among them the gristmill of Thomas Fisher (after whom the University's Rare Book Library is named) on the west bank just below Dundas Street, then being operated by his son Edwin. Edwin died that winter and his two sons Sidney and Frederick, my father, then living at Millwood, Thomas's house, and attending Upper Canada College, went to the fabulous west to take up land. They were granted homesteads on the east bank of the Assiniboine River, a hundred miles north of Winnipeg, and although they were still in their teens, settled down to a life of hardship, toil and privation. The nearby village is today called Millwood.

One of their neighbours was a Major Boulton, of Toronto, who was an officer in the British Army in India. When native unrest became apparent, Boulton formed 40 of the homesteads into an informal, non-authorized unit, Boulton's Scouts, riding their own horses, wearing their own clothes and carrying their own rifles and ammunition. Frederick, then 20, joined Boulton with the rank of sergeant, and the Scouts rode down to the Hudson's Bay Company's post at Fort Ellice for supplies, and proceeded further west. They were the first white force to make contact with the native forces, and Frederick was in the first exchange of firing. The Scouts fought without pay, rations or fodder, living off the country and the supplies abandoned by the enemy they were following.

When eventually Riel rode into the Canadian camp and gave himself up, Sergeant Fisher was assigned to guard him, and lived in the same tent with him for some time. They became friends; for long periods Riel thought himself Jesus, and Fisher patiently listened to his preaching. Fisher was bitterly opposed to the "hang Riel" movement and eventually returned to his homestead, bitter as only a man of 20 can be. Unfortunately he kept no diary, or at least none survives, although he was a

remarkably literate man, as became the grandson of Thomas Fisher.

Frederick's stories and the article by Professor Smith could be accounts of two entirely different events. For instance, Fisher's memory of the Queen's Own Rifles centred largely on an occasion when he and three other Scouts, their horses dead, were pinned down in a depression on the plains (a *coulée*, as it was and is still called) by the fire of a group of surrounding natives. They were fainting from lack of food and water, and when they heard martial music coming across the prairie, thought it was the onset of hallucinations.

But no; presently there came into sight a military brass band, with polished instruments and red jackets, at the head of a column of infantry, marching in step, with mounted officers. The enemy, who must have been as surprised as the Scouts, loosed off a fusillade at the band. It dropped its instruments and fled, the officers' horses bolted, the infantry column retreated to a safer position, the natives faded away and the Scouts walked out of the *coulée* to greet their allies and to drink and to eat.

A year or two later, Fisher rode by the same place. The band instruments, still bright but mostly punctured by bullet holes, lay where they had been dropped when the firing started.

Sidney T. Fisher, O.C.
Montreal

I have read with sustained interest the article of Professor Donald B. Smith about the Métis revolt. However, it seems to me that the title does not do justice to the content of the article: I would have preferred something like "Louis Riel: Varsity men were all on the same side but one." It would have given a truer image of the event and of Canadian history itself.

Jean-Pierre Deslauriers
professeur
Université du Québec à Chicoutimi

Letters may be edited to fit available space and should be addressed: Graduate Letters, Department of Communications, University of Toronto, Toronto, M5S 1A1.

It was an unusual privilege to read "Ordered to Winnipeg" in the last issue. A nephew of mine in the Department of Indian Affairs is much concerned with the welfare of the Indian people in Canada. As I think Donald B. Smith's article may give him useful information on one incident I am giving him my copy of *The Graduate* for his information. Every issue contains some worthwhile contribution of wide interest. Thank you and good luck.

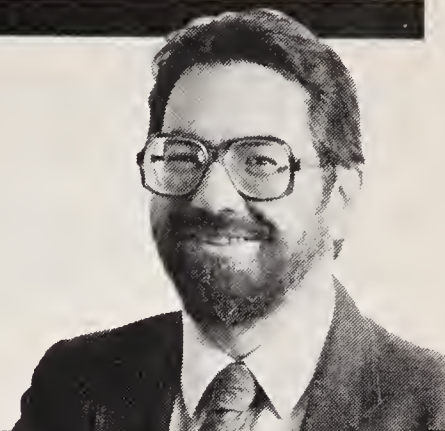
Sidney J. Cook (U.C. 1T4)
Ottawa

I'm writing to express my concern over the recent article on the Department of Architecture (Conflict in Architecture, Campus News) published in the Sept./Oct. issue. In my many years of teaching at the University, I have never seen an article as critical of individuals and a department printed for general readership in a publication intended in many ways to promote the University and its activities. The Friedland Committee report, the response of the dean and the University's possible interpretation of events are all quite controversial and subject to continued discussion. The article appears to harm and possibly slander individuals as well as the overall reputation of the department.

How about a proper article on the positive initiatives in teaching, research and community service undertaken by my colleagues and the students in the University of Toronto, Department of Architecture?

Professor William Rock, Jr.
Chairman
Department of Landscape Architecture

ST. MIKE'S HOLDS BACK THE CRIMSON TIDE



SPORT IS A WORLD BUILT ON RITUAL. One of the more enduring ones occurs each fall, during the telecast of the Grey Cup game when a commentator mentions the venerable age of the cup (it's 75) and how it ranks as Canada's oldest football trophy. A harmless and well-meaning comment; too bad it isn't accurate.

Fifteen years older than the Grey Cup, and replete with numerous bumps, scratches, faded engravings and chipped paint is the Mulock Cup. It is presented annually to the champions of the two divisions of the U of T intramural tackle football league, and apparently this 10-inch silver-plated cup on a 10-inch wooden base is Canada's oldest sports trophy which has been up for competition without interruption. Despite the ravages of age, not to mention the effects of the somewhat boisterous celebrations each year by the winning team, the original engraving is still legible — "William Mulock Challenge Cup".

Sir William Mulock was, at the time he donated the cup, the vice-chancellor of the University. He went on to become a federal cabinet minister and later Chief Justice of Ontario, and then returned to the University as chancellor from 1924 until his death in 1944.

Writing in 1944, the late T.A. Reed outlined the tale of the origin of the cup:

"As an incentive and to stimulate interest in interfaculty competition, it was suggested that a trophy should be established. The secretary of the Rugby Club (Mr. Macdonald), was appointed to raise subscriptions for the purchase of a cup. He first called upon the vice-chancellor, the late Sir William Mulock, and asked him to head the list. Mr. Mulock asked the probable cost and on being told said, 'get a good one and send the bill to me.' This was the famous Mulock Cup, which has been in competition annually without a break for over 50 years, and bears the name of our distinguished former chancellor. Professor J.F. McCurdy four years later in a 'Review of Athletics' (*The Varsity*, Dec. 15, 1899) said, 'the Mulock Cup series brings out a magnificent set of young athletes — the most inspiring sight that our new grounds have yet presented.'"

Today, some 40 years later, the intramural athletics program has grown to one of the largest in North America, as annually about 4,700 men and almost 3,000 women participate in the various sports and activities. However, due to the enduring legacy of the Mulock Cup, tackle football still continues to attract much of the publicity.

Medicine, which holds the honour of winning the first Mulock Cup game 90 years ago, was favoured to repeat again this season in Division II, but they were upset in the championship game by the Crimson Tide, a team drawn from students in U.C. and Innis. The Division I final featured three-time defending champions St. Michael's against Scarborough, which had been undefeated during the regular season.

Both teams had alumni helping with the coaching. St. Michael's also had perhaps an additional advantage, for in his usual spot behind the bench was their honorary coach, Rev. John Kelly, former president and now the director of alumni affairs.

"For us, the Mulock Cup is as big as the Super Bowl," he commented as he applauded one of St. Michael's three touch-downs in the final quarter. The game ended 31-9 and Father Kelly joined the players for the cup presentation at centre field.

Peter Baxter, supervisor of the men's

Mulock Cup with victorious St. Mike's players and coaches.



intramural program, played in three Mulock Cup games for physical and health education and understands the emotions involved. "The unique aspect of the U of T program, and one of our great strengths and traditions, is that the teams are organized by college and faculty units. This helps to build spirit and generates good rivalries, which leads to more student involvement as players, coaches, officials and spectators."

Obviously, not every intramural sport can reward its champion team with a trophy to match the history and tradition of the Mulock Cup. But that doesn't seem to be a problem, says recreation coordinator Nancy Thomson.

"Our program is growing in quality and diversity each year," Thomson notes, pointing to participation figures such as the 76 teams and 1,300 players in men's ice hockey, or the 40 teams and 450 players in women's volleyball. "We're utilizing every available facility to the maximum and many sports are organized at differing levels of skill and interest, so there really is something for everyone."

"Students are involved in all aspects of the program, and the growth of our co-ed and club activities provides the alumni members with an opportunity to participate on teams with the students. The end results are a lot of good experiences and pleasant memories for a lot of people."

A situation with which, no doubt, Sir William would agree. ■

RECONSTITUTED FAMILIES CONFUSING TO THE KIDS

REMARRIAGE: A FAMILY AFFAIR
by Lillian Messinger
Plenum Publishing Corporation, New
York, 246 pages, \$21.95

BENJAMIN, A YOUNG FRIEND OF mine, just turned five years old. And now that he's five he has it all figured out. When he was three, it was not so clear to him. His Daddy had tried to explain how come his big sister Emmie kept leaving Benji to go visit this other Mummy in another house. His Daddy explained then about divorce and about how come Emmie has a different Mummy, but his other little sister Kelly has the same Mummy as Benjamin. And they all have the same Daddy. And Benji's Mum is Emmie's step-mum. Benji had listened very carefully. Finally, looking terribly confused, he had said, "Daddy, you're Daddy and I'm Benji, right?" And that was as much as he could comprehend for that moment.

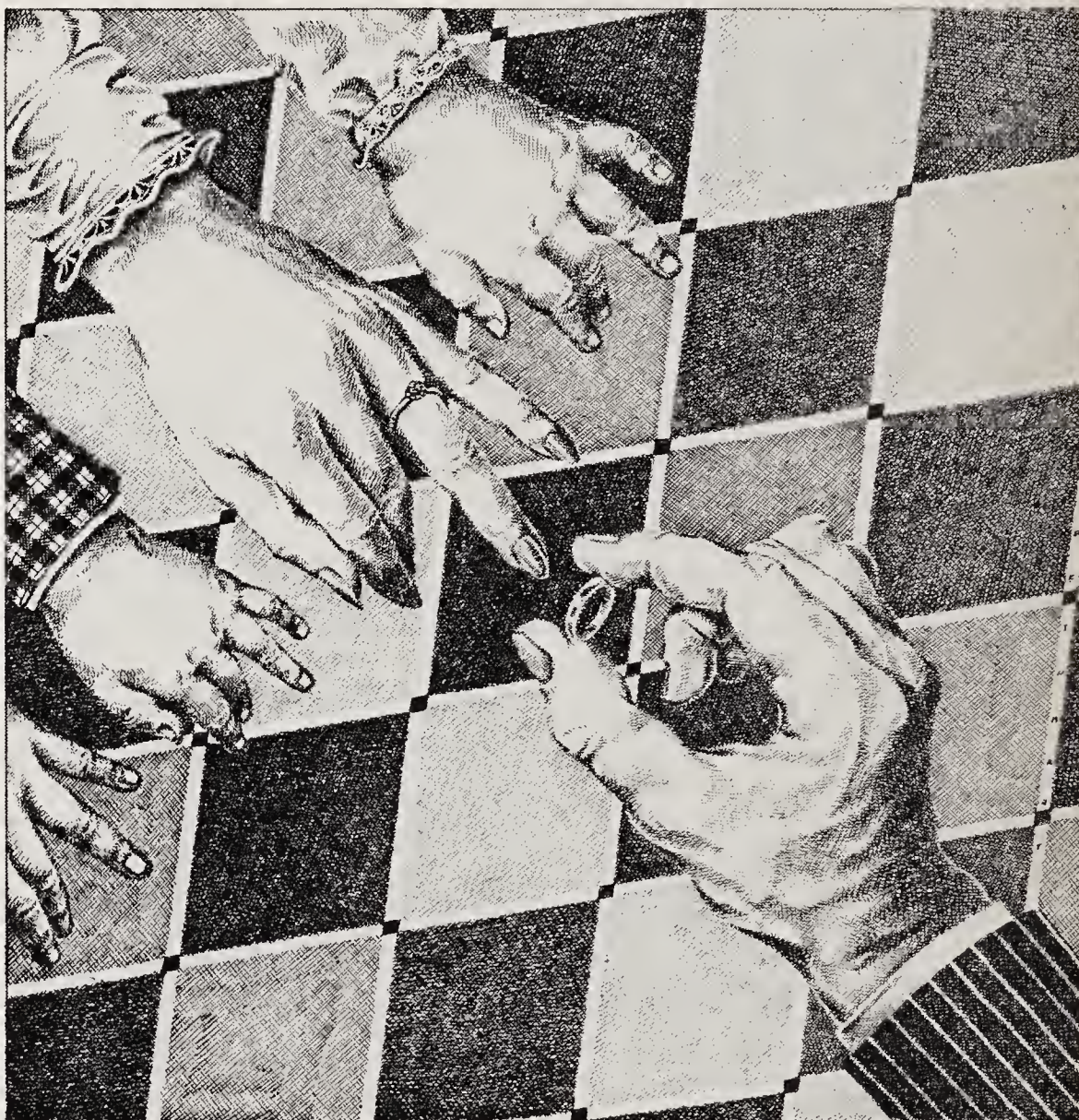
CANADIAN TRENDS

Remarriage has become a popular Canadian institution. In 1982 nearly 20 per cent of all Canadians who married, were marrying for the second time. Of all remarrieds during that year, 85 per cent were divorced and 15 per cent were widowed. The average ages of the second-marrieds were 38 years for a divorced man, 35 years for a divorcee, 59 years for a widower and 53 years for a widow. The three largest combinations of reconstituted families were:

		% OF ALL
BRIDE	GROOM	REMARRIAGES
1. Single	Divorced	31.0
2. Divorced	Divorced	29.0
3. Divorced	Single	24.3

In all three combinations we have the involvement of a divorced person, in two we have a single person as one of the partners.

A recent publication I read was titled *Yours, Mine and Ours: Tips for Step-parents*. This title could be a new name for this growing family pattern in Canada. The terminology used by the authors to describe step-families included the following terms:



aggregate, amalgamated, binuclear, blended, combined, compound, composite, consolidated, instant, joint, merged, mixed, multi-married, multi-parent, reconstituted family, recoupled, remarried, second families, serial monogamy, split families, step-family and synergistic family. The most common term used in the 1980's appears to be step-family, with the reconstituted family in close second place.

This mixture of nomenclature may give us a clue that we are uncertain about the status and identity of this family pattern and not equal to the traditional "nuclear family".

A BOOK ON REMARRIAGE

In 1984, the latest book on the topic called *Remarriage: A Family Affair* was authored by Lillian Messinger, a recognized authority on the subject of

remarriage and the family. As the chief social worker at the social and community section of the Clarke Institute of Psychiatry in Toronto and a lecturer in the Department of Psychiatry at the University, she has been hailed by her colleagues for her pioneering research, clinical counselling and community education in the field of divorce and remarriage.

Mrs. Messinger is well known throughout the United States and Canada for her television and radio appearances, lectures and workshops. She is a graduate of the School of Social Work at U of T and a member of both the American and the Ontario Associations for Family Mediation. Editor of the professional volume *Therapy with Remarried Families*, (Aspen Publication, 1982), she has been recently elected a fellow of the American Association for Marriage and Family

Therapy for her outstanding contributions to the understanding of remarriage.

BACKGROUND OF THE BOOK

In order to identify the particular qualities of the reconstituted family with its unique structure, a team of researchers and therapists at the Clarke Institute began a research project in 1974. The goal was to identify the factors creating tensions among this newly constructed group for which society has not as yet established norms and guidelines.

The target population in the study were remarried couples in which at least one of the partners had experienced a previous divorce and there were children from the previous marriage, either living in or visiting the remarriage household on a steady basis.

The 200 respondents were predominantly white Anglo-Saxons, representing a fairly wide range of occupations in education, social work, journalism, television production and research. Most had completed high school and some had higher academic degrees. The ages ranged from 25 to 56, with the large majority in the 30 to 40 years age range. The significance of the age range was that the majority had children of minor age from the previous marriage. The median number of years for the first mar-

riage was ten years before divorce.

To supplement the questionnaires, participants were invited for personal interviews to bring flesh to the bare bones of written responses. The findings from both the questionnaires and the interviews were strikingly consistent and reflected clearly that people who remarry are generally poorly prepared for the special complexities of remarried family life. The discussions focused primarily on concerns with the children of the previous marriage. Seminars were held for the couples and for the children alone. These seminars illuminated the major problems of this new family unit.

REMARriage: A COMPLEX FAMILY PATTERN Messinger uses case histories, which tell us of the complexities step-families are facing.

Stress and discomfort are bound to arise in a family that comes together in remarriage with no taken-for-granted life style, with no common history, customs and traditions. Instead, when the new family members find themselves within the intimacy of the new home, there is a self-consciousness in everyone's efforts to achieve some sense of comfort.

For many, the step-parent role is a new function, which carries stress and has few models. Children do have problems with

their step-parents and step-parents have to adjust to children who are not their own. Since the book deals with divorced persons who remarried, the relationship of the children's birth parent, who is not part of the second union, presents another challenge. Children at different life stages are brought together, and this can result in tensions as two sets of unrelated children who are at different ages now form a new family unit. Family counselling is suggested for those who plan to remarry.

CONCLUSION

I recently reviewed all the books available on remarriage, and find that Messinger's book would be on top of the list. I would strongly support the statement made by Messinger in the last paragraph of her book.

"Historically, society has lived through major changes which, in time, have been incorporated into the normal course of life. In the same way, remarriages are now here to stay and must be recognized as a prevailing, permanent and complex family structure that requires time and acceptance to develop and shape its identity to become a real family in its own right."

Her book allows us more insight into this growing Canadian family pattern. ■

GOVERNING COUNCIL CALL FOR NOMINATIONS

BRIAN O'RIORDAN, CHAIRMAN OF THE College of Electors, has issued a call for nominations for two alumni governors on the University's Governing Council, to serve from July 1, 1985 to June 30, 1988. The terms of Barry B. Papazian, Victoria, 1966, and D. Roger Timms, Law, 1970, expire on June 30. Both are eligible for re-election.

In 1972, Governing Council approved a recommendation from the directorate of the University of Toronto Alumni Association to establish a College of Electors. The college, made up of representatives from the constituent associations of the UTAA, is responsible for the election of the chancellor and the alumni

members of Governing Council.

Governing Council is made up of 50 members representing all estates of the University community: the Chancellor and President *ex officio*, two presidential appointees, 16 government appointees, eight alumni, 12 teaching staff, two administrative staff, eight students.

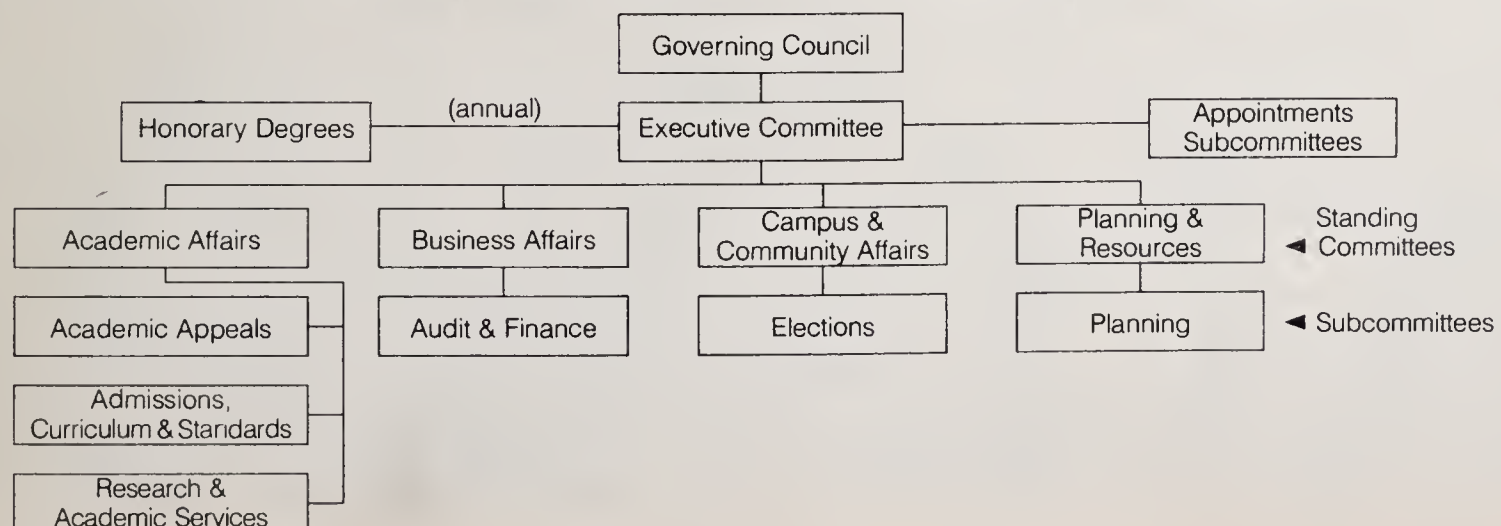
The council has four standing committees and a number of standing subcommittees. The resulting structure is displayed on the chart below. Members are expected to sit on at least two committees, one subcommittee and, of course, Governing Council. Meetings are held monthly.

Besides having the time available to

fulfil these duties, a candidate must be an alumnus/alumna of the University of Toronto and a Canadian citizen and must not be a member of the staff or a student in the University.

The deadline for receipt of nomination forms is 4:00 p.m. on Tuesday, February 26, 1985. Candidates will be invited to meet with the College of Electors on the evening of March 25.

Further information and nomination forms may be obtained from Susan Girard, Secretary, College of Electors, Room 106, Simcoe Hall, University of Toronto, Toronto, M5S 1A1; telephone (416) 978-6576. All nominations will be held in confidence.



COLLEGE OF ELECTORS: IMPERFECT, ESSENTIAL



"IT WASN'T EXACTLY SEEN AS THE perfect arrangement even in 1972," says John Whitten (Engineering 4T7) of the College of Electors, the 60-person group that elects both the chancellor of the University and eight alumni governors to Governing Council. As a former chairman of both the college and the Governing Council, Whitten can view the college from both sides. He is not alone in being sceptical.

"All other Ontario universities have direct mail ballots to elect alumni governors," says the college's current chairman Brian O'Riordan (St. Michael's 8T0). "The College of Electors is a unique body."

Established in 1972, the college is composed of elected representatives from each of the alumni associations participating in the University of Toronto Alumni Association on a modified representation by population basis. No constituency has fewer than one or more than four members. The college meets two or three times annually to discuss procedures, call for nominations, interview candidates and elect the alumni governors. Every three years it interviews nominees and elects U of T's chancellor.

"One of the advantages of the college," says O'Riordan, "is that delegates can actually meet candidates. But the disadvantages are that some constituencies don't elect representatives and that some representatives don't attend meetings. If an association doesn't have a representative then all of its graduates are disenfranchised."

The Institute of Child Study and Faculty of Music alumni associations currently have no representative while dentistry and Woodsworth College are under-represented, according to college secretary Susan Girard. Under-representation is only one problem; another is inexperience.

"Going back to those first two or three years particularly," Whitten reminisces, "I would estimate that 95 per cent of the first college had served on their alumni association executive, 60 per cent had served on the UTAA directorate and many had actually headed their alumni associations. They were pros — as well qualified as they could be. As a result, we

didn't make too many mistakes. Even our odd whimsical choice provided balance to the council.

"Many constituencies still send experienced alumni leaders to the college but not all of them. And this was the concern that some people had right from the start, that the college might not always have the best qualified people. In my opinion, the only people who should serve on it are those who have had as much experience as possible on their constituency associations or the UTAA.

"I find it depressing that few members of the college have even attended a Governing Council meeting. They have to be prepared to give up some of their time to find out what's going on."

Both Whitten and O'Riordan agree that the College of Electors performs a crucial function in governing the University.

"Nearly half the members of Governing Council change every year," O'Riordan points out. "The alumni governors who serve three-year terms can provide a measure of continuity. They are informed outsiders, not beholden to any estate. Faculty, students and staff all have factions to represent.

"Alumni governors are the only people who can see all sides of a question. Their view can be the balanced view."

WILLIAM FOULDS WINS CHANCELLOR'S AWARD

WILLIAM D. FOULDS, ASSISTANT DEAN and secretary of the Faculty of Arts and Science for 24 years, is the winner of the first Chancellor's Award. The award, which recognizes outstanding contributions to the University community by an administrative staff member, was the brainchild of Chancellor George Ignatieff and is sponsored by the University of Toronto Alumni Association. The criteria considered in granting the award include length of service, distinction of service and dedication to the University community beyond the normal scope of duties and responsibilities. Foulds received his award at a dinner in his honour at Hart House in November.

"Bill Foulds was not a noisy administrator," wrote former vice-dean Robert Farquharson in nominating Foulds. "He was quiet and self-effacing, content to help others do a good job rather than seek recognition for himself. Despite his many responsibilities Mr. Foulds always had time to talk to confused chairmen and

*William D. Foulds, U.C. 4T0,
Chancellor's Award 1984*



Faculty members. There is scarcely a member of the faculty who does not have a tale to tell about how Bill Foulds rescued him or her from some administrative or academic entanglement." No fewer than 80 of those grateful faculty and staff members supported Foulds' nomination for his award.

Graduating in modern languages from University College in 1940, he served overseas with the Royal Canadian Artillery until 1945. Following the war, he worked as a liaison officer between the University and the Department of Veterans' Affairs. In 1952 he became assistant registrar of the University and secretary of the Faculty of Arts, a position he held until his retirement in June 1983. Although retired, Foulds continues to assist arts and science two mornings a week and is writing a history of the faculty during his years there.

He is also writing a history of the Faculty Club, which he served as secretary for 23 years. In May 1983 the club held a reception to name the small dining room for Foulds and to unveil a portrait of him which hangs there.

"I enjoyed it, though I guess you're always embarrassed when people say nice things about you," says Foulds who shuns the limelight. "But I always sit with my back to my picture."

HOMEcoming DRAWS GANG OF PIRATES

ANYONE WHO HAS EVER BEEN A HOST or hostess has asked: "What if I gave a party and nobody came?" Homecoming wasn't quite that bad but attendance at most of the centrally sponsored events was sparse.

"In spite of a major effort on the part of the athletic staff, students, Hart House and alumni, we didn't have the success we had hoped for," says a disappointed Bert Pinnington, director of alumni affairs. "The whole subject is being reviewed. We have already held two meetings to discuss alternatives for next year."

The University of Toronto Alumni Association, the Students' Administrative Council, Hart House and the Department of Athletics and Recreation formed a consortium to organize the most extensive program of events ever for Homecoming, October 18 to 21. Starting with a repeat of a 1926 Hart House debate resolving that "woman has more than come into her own", the weekend

promised something for every taste including Friday and Sunday family hours at the Athletic Centre and musical performances from such diverse groups as the U of T Symphony and Nik and the Nice Guys. The truly intrepid could even take a ride in the Labatt's blue balloon and there was, of course, the traditional parade and football game.

The students who constructed and manned the 18 floats in the homecoming parade didn't let the dearth of spectators bother them. Balloon water bombs from Trinity and the hose on the SAC float were the only dampening agents.

Erindale won first place with the ECSU Duckworthy, a two-masted square-rigged schooner with Toronto's sesquicentennial and Ontario's bicentennial banners, the red ensign and the Mississauga and Erindale flags as sails. Principal Paul Fox made a special guest

appearance as captain while students and alumni acted as crew of the vessel and a marauding gang of pirates. They serenaded the judges with a revised version of the old hit "King of the Road", in this case "King of the Sea". The Innis float won second prize and the always competitive engineers took third place.

Individual colleges and faculties, including Victoria, St. Michael's, Innis and engineering organized their own homecoming events with great success. "As far as we're concerned it was a successful day," says Malcolm McGrath, assistant to the dean of applied science and engineering. "One of the best-ever homecomings."

The Varsity Blues may have been relieved that only 6,400 spectators attended the football game. They lost 65-8 to the McMaster Marauders.

LET'S HEAR IT FOR NEW COLLEGE ALUMNI

ONE OF THE NEWEST THINGS ABOUT New College these days is its brand new alumni association, established at an open meeting in November. Current principal Robert Lockhart, past principal Donald Ivey and dean of residence David Pelteret greeted the eager volunteers.

"Everyone was so enthusiastic we held elections for every position on the executive except secretary," Lockhart said afterwards. Lockhart, whose efforts over the past year resulted in the association's revival, sees several goals for his alumni.

"We need to have a much more informative newsletter. One thing we've learned is that the newsletter is our



Anne-Marie Haig Applin of the alumni and Paul Fox, principal and captain, on Erindale's winning float, and some marauding on the U.C. steps

lifeline. That's how we revived the alumni association. Luckily, our communications officer, Wanda Stankiewicz, is a TV news reporter.

"I've asked the association to become involved in fund raising and to help us come up with attractive projects for the Varsity Fund. I'd also like to see a register of alumni in the professions who could help to counsel New College students. And, of course, the alumni association should bring people together socially from time to time."

Association president Felecia Smith feels equal to the challenge. "My number one objective is to get the association off the ground. I graduated in '76," she says, emphasizing the importance of effective communications, "but I received no notice of anything from the college or the University until 1984. I kept switching universities so I can understand U of T's losing me."

Felicia received a B.A. in honours English in 1976, a master's in sociology from Western in 1979 and a law degree from Windsor in 1982. After being called to the bar she worked for the Ontario Attorney General's office and is currently with the firm of Wooley, Dale, Dingwall. Felecia remembers her undergraduate days at New College warmly.

"I was on our students' council, the

social commission, vice-president and secretary of the women's residence council and — you'll laugh at this — a cheerleader for the college. I loved it."

Of her new office, she says, "I'm very green, but I'm well aware that in order to be a good president you have to delegate." With a 22-member executive, representing graduating years from 1969 to 1982 and including lawyers, journalists, teachers, engineers and chartered accountants, Felecia should have lots of delegates.

DISCOVERING OUR CLOSET ARTISTS

"GIFT SHOP" SAYS THE DISTINCTIVE blue and white University sign outside Simcoe Hall, identifying not a newly discovered administrative largesse, but a venture launched in October by the University of Toronto Women's Association.

"We had the idea for the shop last January," says Marjorie Ivey, coordinator of the project. "In less than a year we pulled it together." Situated in the lobby of Simcoe Hall, the shop, really a large semi-circular display case, features U of T memorabilia like mugs, book-ends, ties, scarves, desk calendars, playing cards, letter openers and wall hangings as well as crafts produced by faculty and staff members.

"One of the fun parts has been reaching our talented members on campus," explains Marjorie, "discovering our closet artists." Items include pottery, hand-painted silk scarves, wood cuts and

The new sign outside Simcoe Hall — sales are booming

candles. The UTWA is an organization of faculty women and wives formed to promote friendship within the University community, according to its constitution. More than 70 enthusiastic members have volunteered to man the shop.

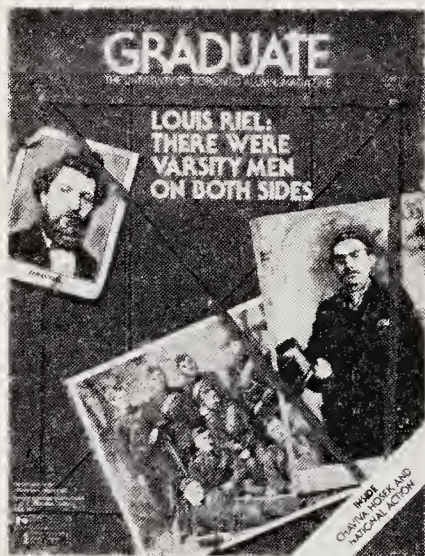
"It's all happening the way I had hoped it would," says Marjorie. "Sales have been booming. Professors will come and buy gifts to take with them on visits to universities in other countries. Shortly after we'd opened, an academic delegation from Mexico and Argentina visited Simcoe Hall and stopped by the shop. They circled around the display case and began to select all sorts of things. We were very excited at the prospect of making our biggest sale. All of a sudden we heard someone say American Express. We don't take it."

Although that bonanza was lost, the shop does honour VISA and Mastercard. With prices ranging from \$1.25 for a U of T daily diary to \$129.95 for a limited edition wall hanging, gross sales for the first month totalled more than \$3,000.

The shop is open Monday to Friday from 10 a.m. to 4 p.m. The telephone number is 978-3652.

ENGINEERING HOLDS GALA AWARDS NIGHT

MECHANICAL ENGINEERING PROFESSOR David James received the first Faculty Teaching Award at a gala awards night sponsored by the Engineering Alumni Association at Hart House on October 20. The award, which will be presented annually by the engineering alumni and includes a cash prize of \$1,000, recognizes outstanding performance in classroom in-



THANK YOU

to the many readers who responded to our invitation to become voluntary subscribers to *The Graduate*. To those who intended and forgot, the invitation is still open. Send \$10 to The Graduate, 45 Willcocks Street, University of Toronto, Toronto, M5S 1A1 and mark it voluntary subscription.



struction, consultation with students outside classes and development and use of innovative teaching methods. A committee of engineering faculty members and students assesses the nominations.

James, who received his undergraduate education at Queen's University and did his graduate work in fluid mechanics at the California Institute of Technology, joined the U of T's Department of Mechanical Engineering in 1967. His research projects include the design of a pressure reducing device for Atomic Energy of Canada, investigation of noise reduction and experimental evaluation of spinal flexibility with respect to scoliosis surgery.

"This demonstrated reaching out to cross disciplines in search of new solutions is clearly indicative of his teaching style at the undergraduate level," said second-year student Jeremy Bateson in presenting the award. "His ability to reach out to our undergraduate students and their clear recognition of this ability

has enabled David James to place a steely stranglehold on the Department of Mechanical Engineering's 'Professor of the Year Award'!"

Among the other awards presented were eight W.S. Wilson medals to the top graduates in the class of 8T4; the 2T5 mid-career award to A. John Alcock (5T9), an international expert in the field of laser beam and optical technology with the National Research Council; and two engineering alumni medals, one to P.A. Lapp (5T0), a leader in the Canadian aviation field and former president of SPAR Aerospace, and one to Frank Hooper (4T6) for his work on heat transfer and solar engineering. Metallurgist Kenneth H.J. Clarke (3T6) and architect Harland Steele (2T5) were present among ten new members inducted into the Engineering Hall of Distinction.

The 350 engineering graduates who attended the dinner rounded out the evening with a reception and dance after the awards ceremony.



Musical Chairs at Hart House on December 1 celebrated the Jean A. Chalmers Chair of Canadian Music and honoured John Beckwith, first Chalmers professor. Among the hundreds who attended were (from left) President George Connell; Floyd Chalmers, who, with his wife, established the chair named for her; John Beckwith and Carley Morey, dean of music. The evening featured dinner music to accompany Canadian regional dishes, and the Toronto premiere of Beckwith's Arctic Dances.



Immersion in France

The University of Tours in the fabulous Chateaux Country offers one month language courses for beginners to advanced students of French. Afternoons are free to enjoy faculty-conducted excursions in the beautiful Loire Valley, Brittany, Normandy, etc.

Our low rate includes scheduled return flights to Paris, university residence accommodation, most meals, tuition, group transfers from Paris!

Departures on June 30, July 29 and August 29.

Inclusive prices from

Toronto, Montreal **\$1995.00**

Edmonton, Calgary **\$2248.00**

Vancouver **\$2298.00**

Special add-on rates from other major Canadian cities

Other language programs offered: Immersion in Spain and Immersion in Germany. Departure dates available upon request. Regular monthly departures now available. Call or write for full details

Ship's School Educational Tours Ltd.

95 Dalhousie St., Brantford, Ont.

N3T 2J1 Tel: (519) 756-4900

VINEYARDS OF FRANCE

A DELUXE WINE TOUR

- Tastings in all major French wine regions
- Accommodations in Chateau Hotels and first class country inns
- Exceptional meals, some in Michelin starred restaurants
- Maximum 25 participants
- Personally led by J. Pauwels, Ph.D.

May 16 - June 2, 1985

\$2489 per person from Toronto

For more information call or write

PAUWELS TRAVEL

95 Dalhousie Street, Brantford, Ont.

N3T 2J1 Tel: (519) 753-2695

GRADUATES CLUB OF TORONTO

Founded 1964

A non-profit singles club
for graduates:
Regular fortnightly dances
and other social events.

Enquiries:

J. Erson

(416) 621-6346

HAPPY BIRTHDAY INNIS COLLEGE!

ANOTHER HOMECOMING EVENT WAS Innis College's 20th birthday party and the installation of John Browne as the college's fifth principal. Among the dignitaries attending the ceremony were three of the four former principals: Robin Harris, Peter Russell and Dennis Duffy. William Saywell sent his regrets and best wishes from Simon Fraser University in Burnaby.

In keeping with Innis's well-established style of informality and irreverence, master of ceremonies Chancellor George Ignatieff set the tone by referring to the college's "succession of eccentric but brilliant principals." President George Connell commented that "the principals of Innis have shaped the college but Innis has also shaped the principals."

"Harris, Russell, Saywell, Duffy and Browne — it sounds like a firm of undertakers," remarked former president John Evans, who characterized them as optimist, realist, sunkist, romanticist and classicist.

"The principals have been referred to as the soul, the body, the mind and the heart of Innis," said John Browne himself, rising to the challenge. "I wonder what part of the college's anatomy I shall become?"

A 1966 graduate of the University of Waterloo with a bachelor's degree in honours classics, Browne received his M.A. in Latin from McMaster University in 1967. After lecturing in classics at Erindale and University Colleges, he held several positions in the field of community health administration. Since 1978, he has been an associate professor in the Department of Health Administration in the Faculty of Medicine. No stranger to the University bureaucracy, he has served on Governing Council's Academic Affairs Committee and Sub-committee on Curriculum and Standards, as well as the Innis College Council.

"The college is a community," he explained in his address, "wherein people reason together to resolve their problems and differences. We think about something, we argue about it, and then we get on with the job . . . We are, if you like, thoughtful pragmatists. 'Let's try it and see if it works.'"

Following the relative solemnity of the installation, the college launched its 20/20 campaign to raise \$20,000 for scholarships with a gala auction in the Stubb Lane Pub. Dennis Duffy knocked down 28 donated items including a weekend for two at the Park Plaza, two tickets to the Royal Winter Fair horse show and one



John Browne, who was installed as principal of Innis at the college's 20th birthday party

Dennis Duffy as auctioneer

hour's free advice on heat conservation for the top bidder's home.

Proceeds from the auction amounted to \$2,250. The total raised for the 20/20 fund stood at over \$12,000 by the beginning of December.



Alumni Faculty Award

The University of Toronto Alumni Association invites nominations for the tenth Alumni Faculty Award. Previous winners were Horace Krevier (1975), Douglas Pimlott (1976), Louis Siminovitch (1978), John Polanyi (1979), Donald Chant (1980), Stefan Dupré (1981), Kenneth Hare (1982), Desmond Morton (1983) and Thomas Hutchinson (1984).

Selection will be based on academic excellence, service to the University and contribution to the community.

The selection committee consists of the Chancellor, the Provost, the presidents of the University of Toronto Faculty Association, Students' Administrative Council, Association of Part-time Undergraduate Students and Graduate Students' Union and members of the alumni-faculty liaison committee.

Nominations, which close on Monday, February 4 at 5 p.m., should include a resumé documenting the qualifications of the nominee according to the selection criteria and should be addressed to: Chairman, Faculty Liaison Committee, Alumni House, University of Toronto, Toronto, M5S 1A1.

The award will be presented at a dinner in Hart House on Wednesday, April 10. The recipient will also address one of the graduating classes during the Spring Convocation.

For more information, please write to the Department of Alumni Affairs or call 978-2365.

IMAGINATIVE SETTLEMENT FOR DIVISIVE DISPUTE

A DISPUTE THAT SEEMED TO HAVE almost unlimited potential for divisiveness was settled in the middle of November, six weeks after George Connell took office. Just two days before his installation, the administration's negotiating team came to an agreement with representatives of the University of Toronto Faculty Association on a bargaining procedure for the determination of salary and benefits. The faculty association's council promptly cancelled a membership meeting it had called for Nov. 19 to amend its constitution so that a certification drive could be begun.

For nearly 10 months, faculty and administration had been arguing about binding arbitration as a means of impasse resolution (Campus News, May/June). The faculty wanted it, but the administration reasoned that it could not deprive Governing Council of the right to approve the allocation of money for salaries. Was the answer a union? Clearly, Connell thought not, and once settlement seemed possible he swiftly persuaded represen-

tatives of Governing Council that it should be brought about.

The turnaround in negotiations materialized Nov. 12 after Provost Frank Iacobucci, leader of the administration's negotiating team, got the go-ahead from Connell and representatives of Governing Council to make a concession that would limit Governing Council's authority. Talks resumed at 8:30 the following evening, and by 5 a.m. on Nov. 14 agreement had been reached. As the news spread, the campus seemed to heave one collective sigh of relief. Iacobucci told a meeting of principals, deans, directors and chairmen the next day: "David Strangway put us on base, and George Connell hit the home run."

The new section on salary and benefits negotiations in the *Memorandum of Agreement* between the faculty association and the University calls for settlement by a three-member dispute resolution panel should negotiation and mediation fail. The panel is to be made up of a neutral chairperson and a nominee

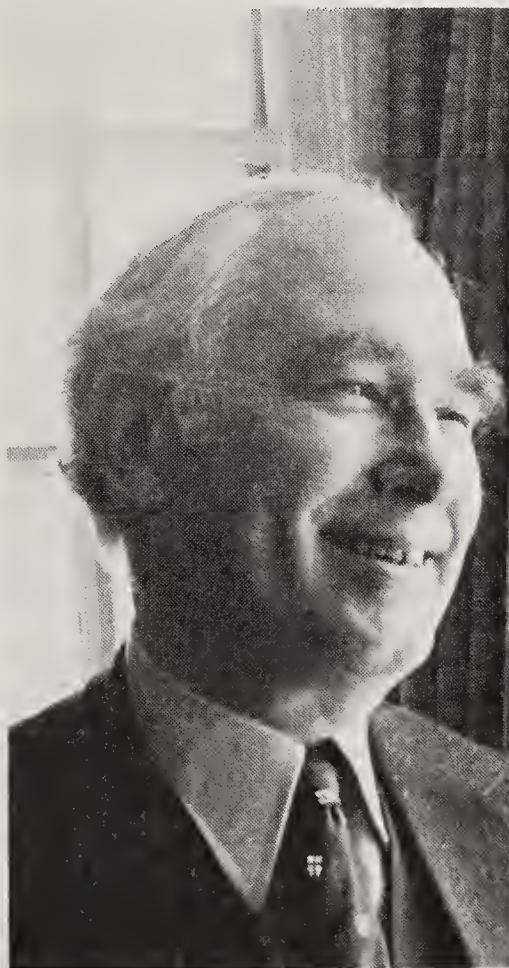
from each side. If its recommendation is unanimous, it is binding. The system of checks and balances worked out provides that a non-unanimous report may be repudiated by Governing Council on the recommendation of the president. However, if that happens and then negotiations fail to produce an agreement the following year, the recommendation of the panel, unanimous or not, is binding. After that, either side is free to opt out of the arrangement.

If that escape hatch were used, it would almost certainly revive the now dormant certification drive. However, Connell told Governing Council, since both parties have undertaken to negotiate in good faith and make every reasonable effort to reach an agreement, repudiation seems an unlikely possibility, and the second-year provision, he judged, was a price worth paying. "We are asking council to take a risk," he said. "But I think any bargaining process carries some risk of moving beyond conservative, prudent management."

GODFREY RIDOUT: WARMTH AND WIT

A BIT OF ENGLISH CANADA WAS LOST when Godfrey Ridout, a U of T music teacher from 1948 until his retirement two years ago, died of cancer on Nov. 24. This is true not only because Ridout was descended from a family that settled in Toronto when that city was called York. More significantly, Ridout perpetuated, perhaps more naturally and successfully than any other musical personality, the British-based tradition embodied by the composer Healey Willan (of whom he was a pupil) and the conductor Sir Ernest MacMillan (who popularized some of his compositions with performances and recordings by the Toronto Symphony). Also typical were Ridout's directorships of the Eaton Operatic Society and the Victoria College Music Club, two organizations devoted to the corpus of Gilbert and Sullivan.

In an address at Ridout's retirement celebration, Carl Morey, now dean of music, noted that "like much of his music,



Ridout combines a kind of Edwardian correctness of dress and manner with a boyish and even boisterous geniality." Some of that good humour, frequently evident in his elegant and erudite program notes for the Toronto Symphony, can be found even in the mock-third-person voice of his last curriculum vitae. After listing the various teaching roles he had been called on to fulfil at the Faculty of Music, Ridout observes: "The only department in which he has not functioned is Performance, a fact fully understood by anyone who has heard him play." Later, he begins his list of literary accomplishments with the assistant editorships of "Canadian Music Magazine, 1940-42 (?)" and "Canadian Review of Music and Art, ?-?." The next item: "Many articles of absolutely no distinction for above emanations."

A more accurate evaluation of Ridout's contribution, both to the University as an educator and the country as a composer, would be that it was very distinctive — more so by far than that of many composers who strove relentlessly to be modern.

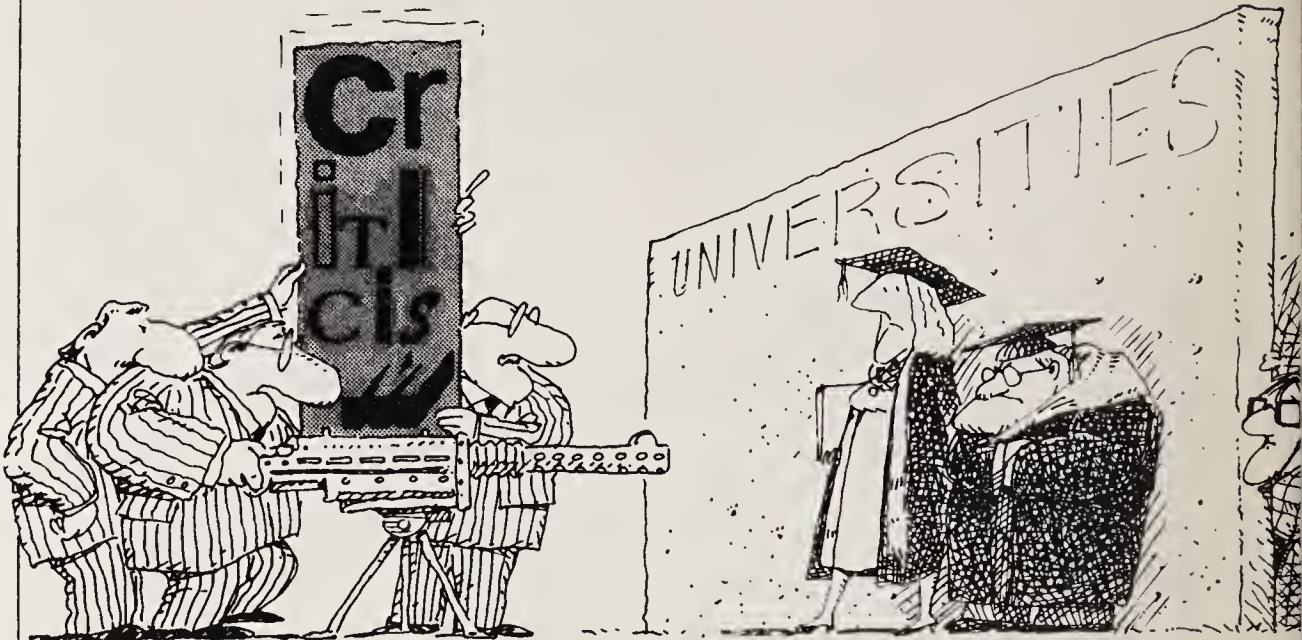
OPEN SEASON ON UNIVERSITIES

GEORGE CONNELL'S FIRST REPORT AS president to Governing Council concerned what he called "an unusual spate of criticism" of universities from the business community. Three such incidents were particularly eye-catching.

One was the work of Hal Wyatt, vice-chairman of the Royal Bank, who used an invitation to speak at a conference of Ontario Deans of Arts & Science as an opportunity to harangue his listeners about declining standards, the complacency caused by tenure, and graduates who cannot think, communicate, or analyze.

Another, perhaps more disturbing because of its broad base of support, came in a report from the Ontario Chamber of Commerce, which represents 460 large corporations and 150 Chambers of Commerce in Ontario communities. Its constituents recommended increasing tuition fees, abolishing tenure, raising admission standards, and putting an end to student grants that are used on ski vacations.

A third came from an alumnus: Woods Gordon chairman and Victoria University Council of Regents member John Wilson,



who said at a press conference that "an awful lot of crud" is being taught at U of T. Wilson later withdrew the remark, calling it "unprofessional" in an interview. Nonetheless, he maintained that some offerings in the arts and science calendar were not appropriate to "a centre of excellence."

Connell, in his report, saw the bright side: the critics are at least conscious of university issues, and their opinions, even when poorly grounded, present an opportunity for dialogue. "Obviously, there are pockets of ignorance about universities, just as there are in universities pockets of ignorance about businesses," Connell said in an interview. "But let me say this: I would much rather have what is going on now than to be ignored."

BIG FOUR STILL MEAN BUSINESS

THERE CAN BE NO DOUBT NOW THAT THE Big Four mean business. A letter from Eric McKee, U of T assistant vice-president for student services, to the Canadian Intercollegiate Athletic Union (CIAU) has reaffirmed the intention of Varsity to join Queen's, Western and McGill in establishing a separate sports conference. All four institutions have gone beyond the athletic department level in dealing with the proposal.

Gib Chapman, U of T's director of athletics and recreation, expects the CIAU to recognize the new conference at its general meeting at Laval University in June. A nay vote would neither prevent the schools involved from forming a new league, nor disenfranchise the Big Four from the CIAU. If only to avoid scheduling complexities at playoff time,

Chapman says, it would be easiest simply to recognize the new conference.

The Big Four development appears to be part of a general increase in initiative from the Department of Athletics at U of T. Harvard Crimson and Cornell Big Red recently visited the mighty men's hockey Blues, who lost only two of their first 14 games this season, all of which were on the road.

FACELIFT FOR OLD SID?

SIDNEY SMITH HALL, NOW WIDELY recognized as the most regrettable foray into 1960s institutional chic on the St. George campus, may be off to the beauty parlour soon. Dean Robin Armstrong of arts and science has announced his intention of striking a committee to be called Friends of Sidney Smith. The committee will be considering mainly cosmetic changes at first, particularly to the disorderly foyer area, although discussion of grander alterations is not ruled out. Submissions that do not recommend demolition are welcomed.

THE \$13,000,000 MISUNDERSTANDING

WHEN NEWS BROKE LATE IN NOVEMBER of a \$13-million bequest to U of T from the estate of the late Canadian Tire magnate John Billes, the impression created was that the University had been handed an unexpected, early and enormous Christmas gift. The reality was that the \$13-million had finally come under direct control of the institution for which

1985 Tax Tips!

Just off the press

That's right! We'll send you a handy booklet listing dozens of ways to reduce your taxes, for **less than 5 cents each!** Prepared by the editors of *The Personal Financial Planning Letter*, Canada's top authority on tax and financial planning, these tips will save you **MONEY!** Send \$2.00, your address, and this ad to:

Personal Financial Planning Letter
77-1262 Don Mills Rd., Don Mills,
Ontario M3B 2W7

You'll get your Tax
Tips by return mail.

it had been generating dividends (more recently, interest payments) for 28 years.

How will the change in jurisdiction affect the University's financial outlook? It won't. The money will remain in trust, as it always has. Of the income, ten-seventeenths will go to scholarships, while the remainder goes to medical research — also, as it always has. Those proportions and destinations are stipulated by Billes' will.

The only possible change in University income is that brought about by donors who withhold their gifts because they believe the University is suddenly wealthy. Which is why the Department of Private Funding is anxious to make the real situation as clear to as many people as possible. U of T is grateful for the Billes endowment, the largest ever from a single source to the University. But it has been grateful since 1956.

FOR EVERY THING THERE IS A STUDY

IT MAY BE THAT THE ESCALATION IN University-bashing was a natural consequence of the great thundershower of reports of all types that came with the final weeks of the Bovey Commission's deliberations. Among the more informative and less pejorative in thrust was an analysis of private funding and universities by Professors Richard Bird and Meyer Bucovetsky of U of T's Institute for Policy Analysis.

This is an issue much bandied about these days in Ontario engineering faculties and science departments, where "industry interface" is perceived as a possible solution to declining government grants. The Bird and Bucovetsky conclusions are not encouraging. It would take "superhuman efforts", they say, to double the amount of private support, and even then the resulting contribution, in the grand scheme, would be minor. Particularly sobering was the amount spent on university R & D by businesses in 1981: \$4 million of \$828 million, less than half of one per cent. "Statistically speaking," the authors conclude, "corporate-university relations in the research area may be generating a lot of publicity, but there is as yet not much money in the coffers to show for it."

Other reports included a reminder from the Ontario Council on University Affairs that Ontario remains last among the ten provinces in per capita student grants. Gladder tidings came with an Ontario Manpower Commission report speculating that even a stagnant Ontario economy will generate enough positions for university and college graduates



entering the job market during the next five years. Two OISE researchers, Michael Skolnik and Norman Rowen, reached the conclusion that Canadian universities have not done a good job of demonstrating that underfunding has affected quality in education, and that in the absence of such evidence, education will inevitably lose out to health care at budget time. Their study was titled "Please Sir, I want some more",

drawing, of course, on Dickens' Oliver Twist.

Another study, which may or may not have implications for Canadians, emerged from California's Claremont Graduate School. It predicts a hiring boom of university staff in 10 years, and speculates that almost the entire U.S. professoriate — 500,000 professors — will be replaced in the next 25 years. So much for the proverbial cab-driving Ph.D.

ILLUSTRATIONS BY THACH BUI

Investment Performance You Should Consider for Your R.R.S.P. CANADA CUMULATIVE Annual compound rates of return.

10 Year	20.7%
5 Year	14.0%
3 Year	13.9%
1 Year	1.5%

Periods ending Sept. 30/84 • Dividends reinvested

STAN IWANSKI
(416) 864-2767

Ontario Toll Free Line 1-800-387-1883

Moss Lawson & Co. Limited, 48 Yonge St., Toronto M5E 1G7

Members of Investment Dealers Association of Canada

This offering made by prospectus in the Prov. of Ontario.

Fill in this coupon and mail to above address:

Please send me full information, including a prospectus:

Name

Address

..... Postal Code

Phone (business)

Phone (home)

Please print name and address

T1/85

DISCOVERING PATTERNS

IN 1913, THE ENGLISH MATHEMATICIAN, G.H. Hardy, was astounded by a letter from an unknown Indian clerk in Madras with 100 mathematical formulae which were apparently valid, though some were difficult to derive and others were unknown.

The writer, Srinivasa Ramanujan (1887-1920), had an extraordinary sense of mathematical form which would lead him to conjecture on the basis of limited numerical evidence the most breathtaking generalizations.

Although Ramanujan's skill was especially remarkable, this process of discovering results is not at all unusual. A possible pattern is observed; further instances of its occurrence are checked; finally a proposition is conjectured and a proof is sought. For example, consider the sequence (1, 2, 3, 4, 5, ...) of positive integers. There is a regular way of obtaining each term from its predecessors; for example, add 1 to each term to get the next. But we might note that each term is equal to twice its predecessor minus the one before (from the third term on). Or that the square of each term is 1 more than the product of its two neighbours.

Perhaps most famous is the Fibonacci sequence: (1, 1, 2, 3, 5, 8, 13, 21, 34, ...) each term after the second the sum of its two predecessors. (In mathematical language, if we write its terms as $x(1)$, $x(2)$, $x(3)$, we say that $x(n) = x(n-1) + x(n-2)$, when $n > 2$.) It is rich in patterns. For example, the sum of the squares of two successive entries is a later entry (more precisely, $x(n)^2 + x(n+1)^2 = x(2n+1)$).

Here are the beginnings of a number of sequences. The reader is asked to give a reasonable explanation of its formation, write down the next two or three terms, and to see, empirically, what interesting patterns can be found.

- (1) 1, 9, 36, 100, 225, 441, ...
- (2) 1, 1, 2, 5, 14, 42, 132, 429, ...
- (3) 3, 5, 13, 85, 3613, ...
- (4) 1, 6, 35, 204, 1189, ...
- (5) 11, 34, 17, 52, 26, 13, 40, 20, ...
- (6) 1, 3, 4, 7, 11, 18, 29, 47, ...

Address replies to: Aftermath, The Graduate, Department of Communications, University of Toronto, Toronto, M5S 1A1.

THE GRADUATE TEST NO. 29

THE WINNERS OF THE Graduate Test No. 27 in the Sept./Oct. issue were Murray and Jane Falk of Calgary, who have been sent a copy of *E.J. Pratt: The Truant Years 1882-1927* by David G. Pitt. There were 329 entries.

The U of T Press has generously provided, as the prize for Test No. 29, *Eldorado: Canada's National Uranium Company* by Robert Bothwell, professor of history at U of T. The book traces the history of the uranium industry in Canada from the discovery of pitchblende near Great Bear Lake in 1930 to 1959 when the bottom dropped out of the market. It is also the story of company towns, defence and security, government policy and the development of transportation in the north.

Entries must be postmarked on or before Feb. 28. The solution will be in the next issue; the winner in May/June.

Address entries to: The Graduate Test, Department of Communications, University of Toronto, Toronto, M5S 1A1. And please don't forget to include your name and address.

Solution to The Graduate Test No. 28

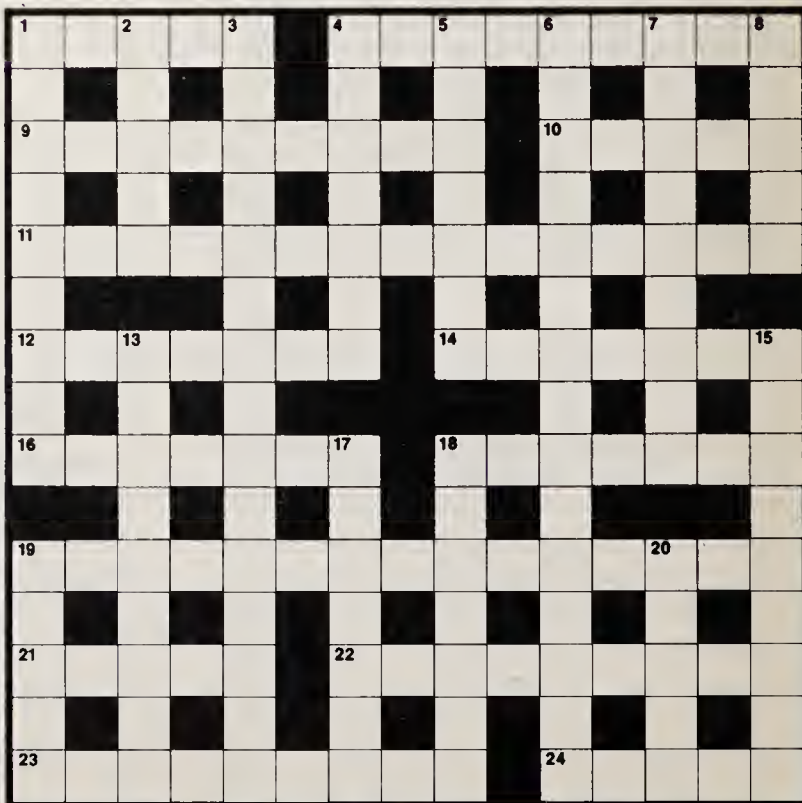
S	C	R	A	T	C	H	C	O	B	W	E	B
P	E	O	E	O	U	X	8					
O	O	D	L	I	A	N	N	O	T	A	T	O
N	U	S	R	T	C	R	I					
G	U	N	S	H	O	T	R	E	H	E	A	R
E	O	O	O	A	E	A						
S	T	A	M	P	O	F	A	P	P	R	O	V
N	D	U										
R	A	T	I	O	N	A	L	N	U	M	B	E
E	R	R	T	I	W	K						
C	O	S	S	A	C	K	A	T	R	O	P	H
I	Y	T	N	L	A	O	W					
P	E	R	G	O	L	E	S	I	C	H	I	N
E	I	R	S	S	L	N	R					
C	A	U	S	E	S	T	R	E	A	T	E	O

ACROSS

1. Right about the perimeter (5)
4. Healthy *and* itchy, appropriately (9)
9. To get back at one late return in speed (9)
10. Tell of south London gallery (5)
11. Open, direct and eager (15)
12. Required to do a service for a penny (7)
14. Mather's composition is a nocturnal one (7)
16. Unflattering name for the inside pit after end of June (7)
18. Fit to thrash first of the spirits (7)
19. Trying out one pair next time around (15)
21. Island capital: Rhode Island (5)
22. Get rid of little Nathan after going back 1.609 kilometres (9)
23. Sundays, He says to take in five hundred (5,4)
24. Requires north eastern editions (5)

DOWN

1. Room after drunken orgy: it spins... (9)
2. ... it spins both ways (5)
3. Controlling the function of a reservoir, we hear (7,3,5)
4. Ran away carrying wood: went by very quickly (7)
5. Night of Shakespeare: initially the women even left Festival Theatre hurriedly (7)
6. Turns I arranged with thought for orchestration (15)
7. He vouches for a consolidation of our grant (9)
8. Concede the point in idly wandering around (5)
13. It is watermarked with bit of design: soft copy in the den (4,5)
15. Joggers: leftovers without one (9)
17. Moderate a medium for artists (7)
18. Behind the mouth organs — works around maritime province (7)
19. By the sound of it, forty do very well (5)
20. Angry, I reckon (5)



CANADIAN LANDSCAPES

Images of Canada by Peter and Traudl Markgraf

Acknowledged by their peers and by collectors as outstanding silk screen artists, Peter and Traudl Markgraf have produced many beautiful images of Canada.

Each of the nine images offered here is marked by exceptional expertise in shading and flawless screening technique.

Each of these images was a sellout in its original form.

You may now purchase high quality lithographic reproductions of these images for your home or office or as a thoughtful gift. Each image is reproduced on heavy stock and is unconditionally guaranteed.



A Low Tide



B Summer Morning



C Sakinaw Lake



D Early Frost



E Summer Rain



F Cove



G Port Moody



H Indian Summer



I Sunday Night

A

B G H

C F

D E I

Sheet Size 18" x 18½" (46 x 47 cm)
Image Size 14" x 14" (36 x 36 cm)

Sheet Size 18" x 20½" (46 x 52 cm)
Image Size 14" x 16" (36 x 41 cm)

Sheet Size 25½" x 19" (65 x 48 cm)
Image Size 20" x 14" (51 x 36 cm)

Sheet Size 24" x 19" (61 x 48 cm)
Image Size 20" x 14" (51 x 36 cm)

Please send me the following Markgraf print reproductions at \$23.95 each or \$88.00 for any four, plus \$4.95 for handling and shipping (overseas: \$7.50). Ontario residents please add 7% sales tax to combined cost of print(s) plus shipping/handling.

Indicate quantities: A B C D E F G H I

Cheque or money order to Alumni Media Enclosed:

Charge to my MasterCard, Visa or American Express Account No.

Name

Street

Apt.

Expiry Date:

City

Prov.

P. Code

Signature

Alumni Media, 124 Ava Road, Toronto, Ontario M6C 1W1 (416) 781-6661.

Unconditional Money-Back Guarantee

If you are not satisfied, please return your purchase to us and your money will be returned (*less handling and postage*).

Carrington: Aged to Perfection.



Only time can make a whisky this smooth and mellow.
Only you can appreciate it.

Carrington Canadian Whisky